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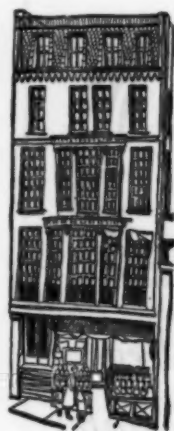
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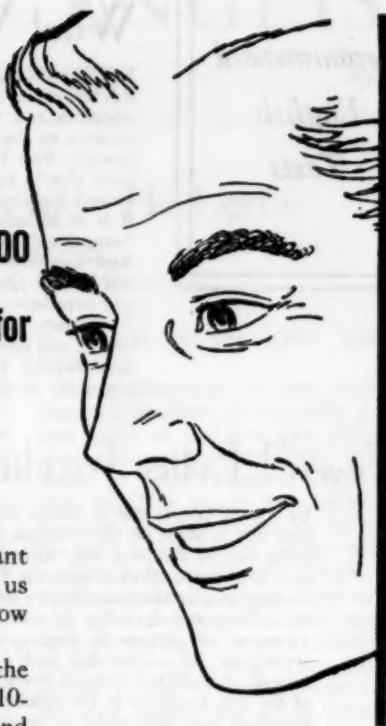
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And Gladly Wolde He Lerne

BRICE HARRIS

THE PENNSYLVANIA STATE UNIVERSITY

Without stretching the cloth too much we may place Chaucer's Clerk of Oxenford in the long line of young men through the ages who have looked ahead to teaching as a profession. Although he wears the haircut of the church, he is clearly in no hurry to seek a higher order or to become a priest. He prefers rather to spend his time in study while he lives rather precariously on the prayer dole of his friends. Just now he is not "so worldly for to have office," but sad necessity may serve to change his mind. In short, he may have to rusticate himself, get out and get a job to keep body and soul together.

Since most English teachers have been exposed to Chaucer's account of the Clerk, they are quick to pounce on the phrase, "and gladly teach," as the best characterization of their attitude toward the satisfactions of their chosen profession. Professor Bliss Perry popularized the phrase for English teachers a quarter of a century ago in his mellow autobiography. In my own investigations into the profession of English teaching during the twentieth century I have come across "and gladly teach" so often, either in titles or professional articles, that I have grown to expect it almost as one of the necessary ingredients of such articles. The latest, for example, is in the Summer 1958 issue of the *Queen's Quarterly*, entitled "And Truly Teach." This point of view is excellent. We do have a good profession, to many of us the only one we could ever have chosen. Thousands of us teach English gladly and enthusiastically, and we cannot understand reports that we receive about some of our fellow teachers who sneer at the profession, who are unhappy in it, who would like to get out of

it, or who for that matter actually do leave it.

But I sometimes wonder if these enthusiastic members of our noble profession ever think of the first part of Chaucer's closing phrase about the Clerk, "And gladly wolde he lerne." I assume Chaucer meant that the Clerk sought information, craved learning for itself, wanted to be master of his field of knowledge. Many of our colleagues, including for example Dr. William R. Parker, have regretted the deplorable lack of knowledge of subject matter that some of us English teachers exhibit. While sharing this feeling with these colleagues, I choose in this instance to twist Chaucer's intention slightly and ask if there are not some other matters that members of our profession either do not learn at all or at least do not learn gladly. In other words, a majority of them teach gladly, but a sad proportion of them seem to be incapable of learning some of the simplest facts about cooperative human endeavor. Since, unhappily, some of these lessons that we fail to learn are hurting us and our profession mightily, I take this occasion to point out four of them: (1) divisiveness at the local level, (2) divisiveness at the national level, (3) snobbery and superiority complexes among the learned, and (4) fear of the new. Parenthetically, what I shall say is directed entirely at college teachers of English. It will have little or no bearing on English teaching at lower levels.

First, on the subject of divisiveness at the local level, I may be overstating the case when I say that members of English departments spend more time feuding, sniping, and attempting to destroy each other than

do members of other departments in our colleges and universities. This may be merely an impression of mine. I hasten to add that in the last thirty-five years I have heard rumors of some magnificent Donnybrooks among a half dozen of our sister departments in several universities. It may be simply that I know English departments better, that I have been closer to them, more on the inside. But the impression persists. If you do not agree with me, I shall not insist on the point although I am not in position to change my mind. Nor shall I attempt to draw up specific lists to prove my argument. If I have prompted you to consider my generalization, I am satisfied.

Let us adopt a safer thesis, then, and aver that too many English departments spend time and effort in needless wrangling, ridiculous power plays, and fantastic personal vilification which results only in paralysis, chaos, or oftentimes almost total disintegration. In political history, schemes, plots, and revolutions have often proved necessary and desirable, clearing the way for extended eras of peace and accomplishment. I assume that the same is true in academic circles, but I cannot convince myself that continuous revolution either in national or in university politics can ever promote the cause to which we are all dedicated. At some time must come agreement or at least willingness to forget disagreement.

Too many members of English departments in America lack the dedication I have mentioned above. As glad as they are to teach, according to their own insistence, they fail to realize the note of greatness of spirit, of noblesse oblige which should be theirs. Instead of translating their scholarship and their teaching into terms that may seep down into the grass roots of their society, they waste their talents in picayune and piddling affairs. They become local historians, sages in their own hamlets, prophets without honor save in their own country, receiving promotion after long travail because they have performed notable work directing the Community Chest or persuading their local service club into donating generously to a new swimming pool. Promotion achieved, they dedicate the remaining years of their professional lives to what they call "holding the line," blocking any

new ideas for the betterment of the department, gathering a clique around them so that they may successfully protest the solid ideas for achievement that any dedicated and forward-looking colleague may dare to bring up for review. They patrol department halls, rigorously selecting their own kind for private rump sessions in smoke-filled rooms, dropping their voices to a murmur when a horse of another color appears, solicitously counting noses for the inevitable vote that must be taken on the next departmental issue. I have no hesitancy in telling you that if I were starting a new university from scratch, I should see to it that no department had its offices on the same floor or even in the same building. I should spread them sparingly at definite stages between the cattle barns and the field house. It might be difficult to pick a fight with Home Economics, Physics, or Business Administration teachers along the lines I have been delineating.

The answer to the difficulty, I repeat, is dedication to the profession. We college English teachers are privileged to pass on to succeeding generations the noblest fruits of English, American, and world literatures, the finest that has been thought and said over countless generations. We teach writing, speaking, thinking, and logic to young men and women who, whether they learn much or not, regard us as men of broad minds, high ideals, and enviable attainments. In our scholarly endeavors we have the opportunity to taste and assimilate the world's literature and thought and philosophy, distilling it for ourselves and our charges and our public, so interpreting it and presenting it that it may seep down into the very roots of our society, striving zealously to find new truths and to roll back a little further the curtain of error and ignorance that history has willed us. Faced with such a noble destiny, we have no time for bickering and quarreling and mudthrowing and revenge on our colleagues. We have no time for divisiveness. Nor do we need to call on national confederations of workers to help us achieve our ideals. Academe has no place for goons, much preferring gowns, and its academic hoods are in evidence only on state occasions.

You know as well as I that the unsavory

conditions I have been recounting are the exception rather than the rule in America. Most of our college English teachers are men of good will, zealous and loyal, professionals of the first order. They cultivate the fields of learning day in and day out, from sunrise to sunset, their superior officers working along with them. Together they endure the heat of the sun. But down in a corner of the field, lolling in the shade, muttering to themselves, periodically screaming anathemas, reclines the little clique of malcontents. They will not work except under their conditions, and when those conditions are met they have new ones to impose. If the bossman listens to them for a moment, the day is lost.

Summarizing these remarks on divisiveness at the local level, I would conclude that the college teaching of English has been seriously hampered by dissension in the twentieth century and that many of our colleagues have not been able to do their best work because of it. But I do believe just as firmly, despite the fact that we are all individuals, that a department of English can and must transcend the individuals that compose it. Heaven be praised that most of them do!

Second, on the subject of divisiveness at the national level, the year 1958 has been unique in our time in bringing understanding to those organizations which are concerned with the future of English and English teaching. In fact, it is being currently heralded as the year of unity among all national organizations that have to do with education. It is the solemn duty of every English teacher in America at every level to inform himself as fully as possible about the possible consequences of such historic meetings as have occurred among the NCTE, the MLA, the CEA, and the ASA. My chief fear at present is that harmonious relations have been achieved among the twenty-five or thirty representatives of the four groups but that it may take a considerably longer time to inject this capsule into the great living body of American teachers of English.

At the national level one of the great complaints has always been that we English teachers do not know as a body exactly what we do want. As a result of this con-

fusion and misunderstanding we wander off in various directions, stressing those things that seem food to us or to our course directors, accomplishing some good, compounding much evil. We are sadly divided in our ultimate goals. Do we want our students to attain a real love for literature with some sound ability to judge it critically and personally? Or do we want them merely to be exposed to a large number of plays and poems and novels and essays, read hastily or read in digest form out of Helen Keller or *Masterplots*, so that they can say, "Ah, *Tom Jones*! Yes, I think I had that when I was a sophomore." Or, "*The Way of the World*," I remember that from old Professor Tiddlewiddy's drama course. Funny duck—he was always sucking on his old black pipe." Parenthetically, I sometimes think that some parents expect little more than a lengthy recitation of titles as proof that their offspring are competent in literature.

Nor can we agree any more successfully on what we expect in good writing. Do we want to turn out college graduates who can express themselves in clear, personal prose that intuitively catches the modern tempo and does the job for which it is designed in the most direct and emphatic fashion? Or do we want to cram their heads with rule books—twenty-two rules for the comma, thirty pages of expressions which they really must not use under any circumstances, and the hundred and one words most often misspelled—so that when they take their pens in hand, numb with the fear that they may make a copybook error, they painfully grind out the wooden and hopeless prose that we spent our days and nights reading when they were our students? Each side has its proponents, but the rule-book philosophy dominates freshman English departments in this country. We may disagree on many things at the national level, but I suspect most of us would agree that sixty-five percent of these freshman English courses should be either scuttled or rebuilt from hull to mainmast. The realization that several hundred young freshman English teachers are now engaged in teaching several thousand freshmen a quality of writing that no modern stylist would tolerate for a second torments me.

At the national level we English teachers

have no unified standards or beliefs on several other subjects. Shall we expect our college students to know something about mythology? the Bible? the rudiments of prosody? structural linguistics? grammar? the terminologies of the discipline we call English? Shall we be sneered at by our colleagues if we accept from some of our English I students a poem or play or a short story rather than the conventional account of how Atlas Ten was put into orbit or what happens in a nuclear reactor? Shall we allow our M.A. to be dubbed a Kilroy degree and continue the Ph.D. as the search for the Holy Grail? Or is there a step between Kilroy and the Grail? In short, if we had some central core on which we could begin to agree, English might re-assume some of the charm and the grandeur as a subject-matter field that it had when we patriarchs entered it forty years ago. There is evidence that 1958, the year of unity, may have been the turning point.

Evidence is available, too, to show that the year of unity has helped us to begin narrowing that broadest street in the world, the street that has so long separated the college English department from the English Education department across the way. Because of the steadily growing demand for subject-matter teachers in the twentieth century at the lower levels, and further because of our absorption in the purely scholarly, we "straight" English teachers successfully lost what should have been our birthrights, the supervision of the young high-school and elementary teachers of the future. When we came to our senses, it was too late. A practical and informed group with powerful state lobbies had taken over some of our duties and were firmly ensconced in their positions. Instead of gracefully acknowledging the *fait accompli* and leaping into the fray to salvage what we could from the wreck, we took up arms against them, refused to talk to them except in insulting phrases, and belabored them as inferior people. They, too, formed their opinions of us, quite justly, I think. Now after disarming ourselves and meeting them on common grounds, we are finding that these methods teachers know and appreciate our subject much better than we thought they did, that they are serious professional people, and that some of them can

teach rings around us. For their part, they are delighted to affiliate with us and to discuss ways of harmonizing method and matter. We know now that the teacher of methods is here to stay, that he will be wielding a strong influence on the future of English, and that we must educate him in our philosophy and allow him to educate us in his. We shall not be taken in by him, but we can no longer afford to be left out. We shall have to forget that sullenly and ungraciously we have been shameful snobs. Gladly, it seems, would we learn this lesson in 1958.

My third point is snobs, or snobbery and superiority complexes among the learned. Earlier in these remarks I made the point that I could not understand how college English teachers who supposedly spend their days and nights contemplating the noble heritage of our literary past could act as ignobly as they sometimes do. For the same reason, I cannot understand how we manage to breed and maintain the large amount of snobbery that some of our colleagues have toward their own students and toward English teachers at lower levels. Arrogance is truly "an occupational hazard" with us, as President Stoke of Queens College has said on occasion. We face young and inexperienced minds daily (though God knows their potential frequently exceeds ours!). Unless we are extremely careful we may assume a false sense of values: because we dominate them, we somehow expect to tell other men what to do. The profession allows us to be prophets and priests but not necessarily kings or intellectual dictators.

Real and sincere intellectual accomplishment will undoubtedly always be recognized at its true value. If the teacher-scholar, in addition to his teaching at a very superior level, engages honestly and strenuously in research on any important literary or critical subject—be it Dante or Chaucer or Milton or Emerson or even the influence of so-and-so on so-and-so—we are glad to applaud him, and we await his findings and his opinions expectantly. We may safely leave this man out of our condemnation because there is a pretty good chance that he has learned humility. You and I have had the good fortune as students

and as colleagues to study and work with some of these teacher-scholars. Proud, dignified, frequently though not always conservative, interested, and helpful, they applauded every action that promised to better English and English teaching in this country. I recall one of them in particular who had few peers in scholarship and publications, but who also wrote textbooks in elementary and high-school English during most of his life. Many of his techniques, incidentally, are still operative and accredited.

The condescension, the disdain, the up-stage manner come as a rule from another group. My theory, to put it in a nutshell, is that these attitudes stem largely from the mediocrities in the profession, the boys who play-act their ways through classes and talk big about publishing because some one has told them that they must publish if they expect promotion. But they really have nothing to publish—the graduate school and long years of teaching have left them untouched. And so, working diligently if not intelligently, they slip into print or mimeograph on peripheral subjects. With one or two passable articles in a reputable journal and no book to their credit, they whip up two pages of bibliography from *Notes and Queries* and the *Oskaloosa Folklore Journal*, along with letters to the editor of the *Susquehanna Evening Swill* and chapters in mimeograph from their theses, or from the talks they gave to the local ladies' literary society. Having thus established themselves as scholars, they are in position to look down their noses at junior college, high school, preparatory school, and elementary teachers of English, not to speak of the unfortunate Speech and Education teachers.

What I have been intimating is that mastery of the subject, greatness of spirit, and individual ability will as a rule combine with national and international recognition to make the ideal teacher-scholar. In such a man there is no place for smallness, scholarly selfishness, or overbearing attitudes toward graduate and undergraduate students or toward fellow faculty members in other subject-matter fields. Regretfully, I must acknowledge that this ideal state does not always prevail. In fact, cases are on record in some of our most distinguished graduate

schools in which supercilious and disdainful attitudes toward students are distinctly a discredit to the profession. Instead of leading and encouraging students, prompting and correcting their errors and their oversights wisely and tolerantly, these men seem to glory in asserting their own superiority and in grinding hapless students under their own scholarly dust. If a student approaches them for aid, which by all human and legal rights should be forthcoming, they are short and surly with him, their minds and their sympathies obviously elsewhere. I question seriously whether there is a research project in English in all of America that could not afford to be sidetracked temporarily, say thirty minutes, for a serious consultation with a serious graduate student. Finally, these mistaken teacher-scholars can sometimes appear at their worst on doctoral examinations. Here they are concerned with showing off their own knowledge rather than the student's. Woe be unto the unfortunate candidate who has not read *The Bothie of Tober-na-Vuolich* or Phineas Fletcher's *Locustae*. Glad might we all be if these teacher-scholars could also learn.

Fourth and last, we English teachers could afford to learn with a little better face that the old is not always best, that the new may have something to offer of supreme importance to us. By and large, we are undoubtedly among the more conservative departments in any Liberal Arts and Sciences college. If change of any academic kind is even hinted at, we are the first to plan to vote it down, the last to go down screaming in defeat. We profess the *status quo*, and if you want to stay in our graces you had better profess it too.

I find little comfort for our stand when I look into the history of our Literature and Composition courses, or for that matter into the history of many others of our sacred cows. Take, for example, the ordinary barnyard variety of English Composition course that is offered to American freshmen. It has not yet lived out its second generation. It came into being during the first ten years of the twentieth century because of the insistence of many English teachers that a pupil should learn to write

by actually writing. Previous to that, Rhetoric had been the subject for all freshmen, but it lacked the laboratory apparatus that handbooks like Woolley's encouraged. Thus, if we cry out because someone is tampering with a tried and tested routine like English Composition I, we are holding out for a youth of fifty years, barely middle-aged. Can any technique as important as the teaching of good writing be cast into a permanent mold in fifty years?

The same reasoning applies to the sacred courses that we have set up in literature. How old are these so-called traditional divisions which so many of us now employ in placing our literary bill-of-fare before students? Take a look at almost any college or university catalogue of 1900 and observe how few such courses will meet your eye. A former student of mine recently planned a study of the English curricula in eight selected colleges and universities in the East from 1900 to the present. He had hoped to extend this study into the 1880's and 1890's but found so little similarity in course offerings that such a study would have been fruitless. The traditional survey course in English literature, traditional since an anthology entitled *Twelve Centuries of English Prose and Poetry* appeared, has been discarded now even in those geographical sections of the country that once sang its praises so warmly.

But try to introduce a course entitled Humanities, General Education, Structural Linguistics, or General Semantics into a traditional department of English, and then watch for the howls. Or suggest for a fleeting moment that it might be an interesting experiment to teach English composition or an introduction to literature over television. "Mind you," you caution, "we are not going to teach all of our courses by television—we simply want to see if it has anything to offer our department. All the mod-

ern languages have experimented and are experimenting with television," you continue, "and indeed our department is the only one in the Liberal Arts and Sciences College that has not tried it." I predict that you will get stony silence, followed presently by open hostility, and that the Aesopian language used in characterizing you would do justice to Lenin himself. I shiver to imagine what would happen if one asked to try Professor Skinner's teaching machine in an English class in a traditional department. What would happen to a university teacher in one of the sciences or in Engineering, or even in Business Administration if he refused to acknowledge even the presence of modern techniques?

We English teachers are truly plagued with semantic terms as we air our prejudices and protect what we regard as our bailiwicks. By no other name would some of these terms smell worse. Can you dream up a phrase that brings contempt to our faces any quicker than "visual aids," despite the fact that all of us use them constantly? In some quarters the mere mention of Humanities or General Education will spark a fight. I see no way out of this semantic tangle at the present time. The best we can do is to hope that our colleagues may learn to live with these seemingly outlandish creatures until the next generation can fit them into their proper places in our educational scheme.

In conclusion, it is evident that many college English teachers in America need to take a long, thoughtful look at their profession. Let us hope that they will continue to teach as gladly as they are now convinced that they do, but that they may also learn as gladly to live and work together more congenially, to avoid professorial arrogance, and to be not the last to lay the old aside.

Professor Harris, last year's President of NCTE, delivered the above address at the Council's 1958 MLA meeting.

College English for Non-Major Students

EDWARD FOSTER

For the Committee on College English for Non-Major Students

Professor Foster of the Georgia Institute of Technology holds degrees from the University of Pennsylvania and Harvard, has published three textbooks and many articles, and is a zealous coadjutor in professional organizations.

INTRODUCTION

In 1949, NCTE leaders established the Committee on College English for Non-Major Students to study the "Special problems presented by the teaching of English in pre-vocational college programs." This is our report of findings and suggestions. Though written for individual teachers and for departments of every type, it may seem especially meaningful to the university departments which educate our teachers. We hope that the report will stimulate discussion and planning.

For the Committee's seventeen conclusions and suggestions, the reader is referred to the summary at the end, but the report in its broader aspects may be stated briefly as follows.

Each of the nation's 1800 higher educational institutions has its own English department with its own unique staff, functions, and traditions. Yet all 1800 departments exist in this age and this nation. All departments teach "English" to students, mainly the non-majors, who will live out their lives within the twentieth-century commitment to high specialization and closely-ordered work and social groups. If the national trend toward conformity and dehumanization is to be arrested, these pre-professional students, the specialist-leaders of the 1980's, must be able to communicate with each other and with other men. They must be men, strong in inner confidence, in human understanding—and in communication skill.

A few departments now give basic courses in composition which truly help the non-majors to develop these qualities and abilities. The Committee respectfully suggests that all others will find it interest-

ing to discuss this report. Surely this is the time for moving our basic courses out of the educational basement to the first floor.

How? The beginning is to see the problem steadily and whole, to break with our own tendency toward atomistic thinking. Our task is not just to understand students as they are or to tinker with courses or to improve the education and status of teachers. It is rather to understand and master the whole complicated process of bringing students, subjects, and teachers together in such a way that much important learning occurs. It is to modify present practices and traditions at just the points where modification will contribute most to the attainment of the objective.

A few departments may find none of our specific findings and suggestions neatly applicable to their own unique situations. But there is no situation, we believe, that will not yield to orderly and broadly conceived planning for improvement.

Though we believe in the broad view and in planning for improvement, we know that this approach must at every point be warmed by regard for individual students and individual teachers. We would like to see this regard for individuals built into our "big" courses. Thus many of the Committee's specific suggestions add up to one principle—equality of respect and opportunity for all who serve or are served by the nation's college English departments.

By advising and criticizing, many friends of English and higher education assisted in shaping the report. The compiler regrets that it was impractical to send all versions

of the text to all of them. Very gratefully, he acknowledges the stimulus supplied by those who agreed and, most especially, those who disagreed. Some of the names are Dr. J. W. Bunting, General Electric Company; Chancellor Harmon Caldwell, University System of Georgia; Mr. L. W. Chapin, Southern Regional Education Board; Dean E. C. Colwell, Emory University; Professor J. H. Fisher, Duke University; Dr. Carl Freudreich, University of the State of New York; the Georgia Tech Alumni Foundation; Professor Glenn Gilman, Georgia Institute of Technology; Professor H. M. Jones, Harvard University; Dr. Elizabeth Paschal, the Ford Foundation; Professor M. H. Goldberg, College English Association; Professor Lewis Leary, Columbia University; Dr. E. J. McGrath, Institute of Higher Education; Vice-President W. J. McGlothlin, the University of Louisville; Professor W. R. Parker, Indiana University; Professor P. G. Perrin, University of Washington; Mr. L. J. Powell, General Electric Company; Mr. Neil Reynolds, General Electric Company; Dr. G. K. Smith, American Association for Higher Education; Dean H. B. Spivey, University of Kentucky; Dr. G. W. Stone, Modern Language Association; President Harold Taylor, Sarah Lawrence College; Dr. F. L. Wormald, Association of American Colleges; Mr. J. F. Wellemyer, American Council of Learned Societies; Dr. R. J. Wert, Carnegie Corporation of New York; Professor A. J. Walker, Georgia Institute of Technology; Professor René Wellek, Yale University.

We are especially grateful to the Council's successive College Section Chairmen Barriss Mills, Brice Harris, T. A. Barnhart, and George Arms; and to Past President Lou LaBrant, *College English* Editor F. L. Gwynn, and Executive Secretary J. N. Hook. They have helped us in many ways.

Members of CCENS are all dedicated teachers. These men have endured endless bother, met at inconvenient times during holidays, written hundreds of letters, and criticized the report in two earlier versions in order that we could function as a unified group. The listing of members' names does not mean that each member necessarily agrees with everything in the report.

Present active members are Professors Paul Bowerman, California Institute of Technology; Oscar Cargill, New York University; William H. Davenport, Harvey Mudd College of Engineering; Weller Embler, Cooper Union School of Engineering; Herman A. Estrin, Newark College of Engineering; Thomas Farrell, Jr., University of Michigan; George Faust, University of Kentucky; Maurice A. Hatch, University of Kentucky; Patrick D. Hazard, University of Pennsylvania; Alton Hobgood, Georgia Institute of Technology; Kenneth Houpp, Pennsylvania State University; Henry W. Knepler, Illinois Institute of Technology; Roy Ludtke, University of Colorado; Stewart S. Morgan, Texas Agricultural and Mechanical College; Theodore Pearce, Michigan College of Mining and Technology; Laurence Perrine, Southern Methodist University; Warner G. Rice, University of Michigan; Colonel George R. Stephens, U. S. Military Academy; L. H. Stimmel, Colorado State University; Edward Stone, Ohio University.

Deans Glenn J. Christensen, Lehigh University, and C. H. Gray, Juilliard School of Music, are no longer connected with the Committee, but we remember gratefully their efforts in founding the group. Others associated at various times with the Committee include Professors Howard Bartlett, Massachusetts Institute of Technology; J. Stanley Cook, Pennsylvania State University; the late H. Hildreth, Ohio State University; Frank Hook, Lehigh University; Keith Huntress, Iowa State College; Elisabeth Schneider, Temple University; Howard Vincent, Illinois Institute of Technology; and Austin Wright, Carnegie Institute of Technology.

I. STUDENTS

Function 1: "To analyze the special problems presented by the teaching of English to students in pre-vocational college programs."

The phrase *special problems* seems to imply a contrast between the situation of 1900 when most English departments taught mostly English majors and arts and sciences students and that of the mid-century when arts and sciences enrollment is overshadow-

owed by that of the professional and quasi-professional schools. Our basic courses have changed with the times, but have they changed enough to draw out the best efforts of non-major students?

Some of the information needed is easy to obtain. English attracts about 5% of undergraduates as a major; the various curricula of the arts and sciences college, 47% of the undergraduates, most of whom are headed toward professions such as law, medicine, industrial research, and college teaching; Education, 15%; Business Administration, 14%; Engineering, 8%; and "others"—mostly vocational or professional programs—11%.¹ All students need English, but relatively few have chosen the careers understood and respected by those who set the tone of our basic courses fifty years ago. This tendency is felt even in the small liberal arts college.

A few college English teachers think of our subject as the only valid measure of general intelligence, and of English majors as members of an intellectual elite. For them, the non-majors are lesser things. Only the slightest support for this view is supplied by the results of Army General Classification Tests (ACE Psychological Examination) in forty-one colleges and universities. To be sure, median or fiftieth percentile scores for students of Agriculture (119), Business Administration (119), Education (117), and Home Economics (113) fall below the 123 of students of English. But this median for English is equaled by the figure for students of Psychology and of languages, and surpassed by medians for students of Engineering (124), of Chemistry (125), and of the physical sciences (127).²

Something is known about ability in English related to field of specialization. Employing the six-part *Cooperative English Test: Form Y*, Dr. A. Pemberton Johnson of the Educational Testing Service obtained the following scaled scores in 1951: arts and sciences students—presumably including English majors—55.3; Engineering

students, 55.1; Business Administration students, 53.6. In 1953, Professor R. P. Weeks of the University of Michigan reported no significant differences in vocabulary skill, reading speed, and comprehension between one hundred Michigan engineering freshmen and one hundred students of the College of Literature, Art, and Science. (Neither paper was published.)

Every experienced teacher knows much about students in general and has his own impressions as to the "teachability" of English majors as compared with students of Education or of Business Administration. But the performance of the teacher may be colored by his attitude toward particular curricular groups or toward the non-majors in general. Therefore, the committee attempted to get at some of the facts about them in a 1954 study³ of the teachability of 4000 freshmen, sophomores, and a few upperclassmen of the University of Connecticut, Florida State University, Miami (Ohio) University, the University of Michigan, the Pennsylvania State University, Southern Methodist University, the University of Southern California, and the University of Virginia.

The results were presented in two reports. The following profile, based upon the study of 893 Pennsylvania State University sophomores, is a reworking of part of the first report.

Penn State is selected at this point chiefly because it is a large, respected institution, and because its response to the questionnaire was complete enough for statistical purposes. Career choices of these students approximate but somewhat exaggerate the trend toward the "practical." The proportions are English Education and Arts and Sciences, 28%; Education, 14%; Business Administration, 11%; Engineering, 21%; Agriculture, Forestry, Home Economics, and "others," 26%.

³This is a good moment for again expressing our gratitude to members of these departments who assisted in the study and to Dr. A. Pemberton Johnson, then of the Educational Testing Service; Lou La Brant, NCTE Past President and Edward Loveland, Psychology Department, Georgia Institute of Technology, who supplied suggestions for framing the questionnaire or for working up the results.

¹*Earned Degrees Conferred by Higher Education Institutions, 1954-1955* (U. S. Office of Education, 1956).

²Dael Wolfe, *America's Resources of Specialized Talent* (1954), pp. 319-322.

THE 1954 QUESTIONNAIRE

Your college _____ Number of English courses _____

These questions come to you because your English department is cooperating with the NCTE Committee on College English for Non-major Students—students who are not English majors. The purpose of this study is (1) to supply information about students which the department can use and (2) to discover whether the typical student of Business Administration, for example, differs in his attitude toward English from the typical students of Engineering. Though only two fields are mentioned, the committee is interested in students in all of the major and professional programs.

1. Have you chosen your major or professional field? Yes _____ No _____ Yes and no _____
2. If your answer is yes, what is this field? _____
3. Were your grades in *college* freshman composition? (1) excellent _____ (2) good _____
(3) fair _____ (4) poor _____
4. Do you regard the study of composition in *college* as?— (1) important, interesting _____
(2) important, dull _____
(3) important, difficult _____
(4) unimportant, interesting _____
(5) unimportant, dull, hard _____
5. Were your grades in *high school* literature?— (1) excellent _____ (2) good _____
(An average of all grades in courses in which literature was given more time than composition) (3) fair _____ (4) poor _____
6. Do you regard the study of literature in *college* as?— (1) important, interesting _____
(2) important, dull _____
(3) important, difficult _____
(4) unimportant, interesting _____
(5) unimportant, dull, hard _____
7. Which of the following phrases best describes your father's education?— (1) grade school diploma _____
(2) high school, 1-3 years _____
(3) high school diploma _____
(4) college, 1-3 years _____
(5) college degree _____
(6) graduate study _____
8. Which of the following phrases best describes your mother's education?— (1) grade school diploma _____
(2) high school, 1-3 years _____
(3) high school diploma _____
(4) college, 1-3 years _____
(5) college degree _____
(6) graduate study _____
9. How many books (fiction, including pocket books, and nonfiction) did you read voluntarily during the last three months? Don't include assigned reading.
0 _____ 5 _____
1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 or more _____
10. Please list the authors and titles of some of these books. Either author or title will be useful if you don't remember both.
Author _____ Title _____
Author _____ Title _____
Author _____ Title _____

A. THEIR ABILITY AND TEACHABILITY

1. *A Statistical Profile of Penn State Sophomores*

A glance through the questionnaire will reveal our method for studying what can crudely be called *teachability* or aptitude for Penn State's English 1-2, Composition and Rhetoric, and English 25, Introduction to Literature. These may be regarded as standard courses. Teachability in a subject as varied and as intensely personal as college English can be fully measured only by elaborate testing and by depth interviews. But as best we could, we were trying to get at *ability* indicated by grades (questions 3 and 5) and *attitude* indicated by answers to questions 4 and 6 and inferable from answers to questions 7-8 (parents' education) and 9-10 (student's voluntary reading during the three months preceding the survey).

Now the results. In Composition and Rhetoric, 9% reported excellent grades; 38%, good; 47%, fair; 6%, poor. Though the percentage of excellent grades will be useful in a later stage of the study, none of the percentages means much at this point. They reflect grading policies rather than learning; that is to say that the questionnaire made no attempt to test writing ability.

What of the attitude of these students toward freshman composition? So few checked the alternatives "unimportant, interesting" and "unimportant, dull, hard" that they may be ignored. One out of three said that composition is an "important, interesting" subject; one out of five, "important, difficult"; and two out of five, "important, dull." They clearly accept composition as important. But two of five consider the course "dull." Why?

For practical reasons, we were forced to use the questionnaire with sophomores and in October, a time when they could not give us grades in Penn State's Introduction to Literature course. The grades reported in high school literature courses were: 20%, excellent; 60%, good; 20%, fair.

The question as to attitude toward the study of literature mentioned "college literature" and drew out a reaction to the Penn State course. Seven out of ten checked al-

ternatives including "important," and of these the majority—over half of all students—said "important, interesting." But three out of ten had doubts and checked "unimportant, interesting" or "unimportant, dull, hard." "It depends on the teacher—" was written in on the questionnaires of many of the doubters.

The course at Penn State is a one-semester introduction to literature aiming to "develop intelligent reading, critical judgment, and discrimination." Students read short stories, essays, poetry, Sophocles, Shakespeare, *Wuthering Heights*, *Pygmalion*, *Of Human Bondage*. Concerning the effectiveness of the course, a member of the Penn State English Department wrote, "The fact that the course has maintained a steady popularity for many years is a mark of commendation, as is also the fact that many student advisers give their hearty approbation. Some students speak well of it, but, of course, most students say nothing. However, the fact that they say nothing is eloquent proclamation of their satisfaction with it." But is it?

We seem to be dealing with feelings ranging from the warmly favorable to the flatly hostile. For the moment, it may be said that the average non-major looks upon the introduction to literature as fairly important and interesting. The matter will become clearer as we look into other characteristics.

Three-fifths of the fathers and two-thirds of the mothers of the Penn State respondents did not go beyond high school—clear evidence that English departments are instructing many young people from homes in which the book is almost unknown. Naturally, the students' free reading during the three-month period (15 July-15 October) was limited: the average non-major read less than a book a month. One out of four read no books at all. It appears that the parents of the Penn State sophomores neglect books and that the sons and daughters neglect books in high school, in college, and, probably, after graduation.

What do they read when they do read? A few students chose an occasional classic along with paperback reprints of yesterday's best-sellers, fiction and non-fiction; more avoided classics and stuck to the paperback fiction and non-fiction best sel-

lers; most listed paperback fiction best-sellers only. The phrase "Mickey Spillane type books" was often written in.

These results were drawn from questionnaires filled out by nine hundred sophomores and a few juniors of one state university. Since a similar study of the students of, say, Harvard, Vassar, Chicago, and Reed would probably disclose somewhat greater teachability on the average, the Penn State results are not offered as completely typical. On the other hand, the complete CCENS survey, including Connecticut, Florida State, Miami (Ohio), Michigan, Southern Methodist, Southern California, and Virginia, showed that English teachability varies only slightly from institution to institution. It therefore seems safe to conclude: *Some non-major students are as teachable as good English majors, but the typical non-major seems weak. He comes from a non-college background, reads few books voluntarily, considers the study of composition important but dull or difficult, and the study of literature fairly interesting and important. He is not ready to make the most of his English courses.*

2. Ability Related to Field of Specialization

Do the distributions of good, fair, and poor students differ as we move from, say, the English majors to students of Education to students of the arts and sciences to students of Business Administration? Let us concentrate on one clue only—percentage of Penn State students who earned excellent grades in Composition.

The rank order is (1) English and English Education, 30% excellent in Composition, (2) Elementary Education, 12%, (3) Home Economics, Pre-Medicine, and Medical Technology, 9%, (4) Arts and Sciences, 7%, (5) Agriculture and Forestry, 5%, (6) Engineering, 3%, (7) Business Administration, 2%, (8) Architecture, 0%. Note that the usually reprobated engineers are only one of the groups in the "special problem" category. Perhaps the most striking contrast is between the 30% of English students earning excellent and the 7% of Arts and Sciences students who reached the same achievement.¹

3. Teachability Related to Field of Specialization

The purpose of the next study is to relate teachability to field of specialization and thus to supplement the concepts which we now use in thinking about students and planning courses for them. Data was obtained by grouping the Penn State questionnaires according to fields of specialization and by calculating percentages of responses to each of the alternatives under questions 3-10. Since presentation of all percentages would yield an indigestible mass of statistics, we will study only percentages of those responses which suggest high teachability for Penn State courses.

a. English Majors

A little less than a third of the group earned excellent grades in college Composition; over half were excellent in high-school Literature. Only one-tenth reported that both parents have college degrees, the lowest proportion for this factor appearing in our Penn State study. One-fifth read nine or more books voluntarily during the three-month period. It seems that English majors are relatively great readers but not because they grew up in homes having book shelves in every room. All of them like our subject.

Is it necessary to add that the images make for cordiality? For most of us, the concept "English Major" is pleasing; the student who has liked both our subject and its teachers in the past is prepared to go on liking them.

¹Of the 893 Penn State questionnaires used for the "profile," nearly 50 were useless. Of the 850 used, 10 were those of English and Education students, 50 Elementary Education, 45 Home Economics, 34 Pre-Medicine and Medical Technology, 192 Arts and Sciences, 58 Agriculture and Forestry, 311 Engineering, 125 Business Administration, and 15 Architecture. As for the two small samples, English and Agriculture, their places at the top and bottom of the list respectively check with results in the seven other institutions studied. As for the other field-groups, experiment showed that adding questionnaires beyond the first twenty-five had no appreciable effect upon the percentages.

b. Elementary Education

AGCT general intelligence scores place Education students below the medium for all college students, but the Penn State group is strong in teachability in English. An eighth of them earned excellent grades in college Composition; nearly half were excellent in high-school Literature. An uncommonly high proportion—one-third—have parents with college degrees. A tenth, another relatively high fraction, read nine or more books during the three-month period. Nearly four out of ten checked "important, interesting" for Composition whereas eight out of ten are fully favorable in their attitude toward college Literature.

Most of the English students are young women, as are nearly all of those who chose Elementary Education. They are well disposed toward standard courses and college English teachers.

c. Home Economics

For excellent in Composition, the figure is 9%; 20% were excellent in high-school Literature. Attitude factors? Both parents of nearly two-fifths of these girls had college degrees, the highest proportion appearing in the Penn State study. But only 4% of the students read nine or more books in the three-month period. In attitude toward Composition, they closely resemble the young women in Education, but fewer—about six out of ten—consider Literature to be "important, interesting."

The co-eds of the College of Home Economics study child development and family relationships or commercial consumer services or institutional administration or home economics and food chemistry. If many of them are frankly shopping for husbands and preparing for marriage, nearly all will have "careers" for a few years. They see English as part of an accepted cultural pattern.

d. Pre-Medicine and Medical Technology

Most are young women in medical technology. Nine percent earned excellent grades in college composition; 13% were excellent in high school Literature. Whereas the showing in Composition is exactly equal to that of the entire sample, the Literature achievement is below the general average. As for attitude factors, the proportion of

college education parents (27%) was low. Voluntary book reading (9% read nine or more) was exactly equal to the achievement of all Penn State students studied. Fully favorable expressed attitudes were for Composition a little below the general average and for Literature a little above. Broadly considered, these students seem slightly above average in teachability.

e. Arts and Sciences

These students fall below the Penn State average for excellent grades in Composition and were above average in excellence in high-school Literature; the percentages were 7 and 33. As for attitude factors, the percentage of college-educated parents (12) was below the Penn State average. As book readers, they were surpassed only by the English majors. Over two-fifths considered college Composition to be important and interesting, and seven out of ten used this phrase for Literature. Here apparently is a field-group generally above average but somewhat low in Composition grades.

Enrolled in either the School of Liberal Arts or the School of Chemistry and Physics, these students major in fields such as Journalism, the modern languages, Art Education, Music Education, Physics, Chemistry, Psychology, and the various social sciences. Some seek cultural enrichment; more, in all probability, expect to base professional careers on their specialties.

Up to this point, the field-groups have comprised students, chiefly girls, whose interests are not totally unlike those of the English majors, and whose English teachability has been high to slightly above average. Now the study moves to chiefly male students of Agriculture and Forestry, of Engineering, of Business Administration, and of Architecture. How teachable are they?

f. Agriculture and Forestry

One of twenty was excellent in college composition; one of eight in high school literature—percentages well below the Penn State average. As for attitude factors, the proportion of college-educated parents (27%) is above average. As book readers, the Aggies conform exactly with the average. In motivation, they are below average:

three of ten consider college Composition important and interesting; a third are fully favorable in their attitude toward the study of Literature.

g. Engineering

The typical Engineering student is high in general intelligence, but his English grades are low. Only 3% were excellent in Penn State's Composition course; 15% were excellent in high-school Literature. The percentage of college-educated parents (15) is well below the Penn State average. But in voluntary book reading, the Engineers are just about average. The expressed attitudes are revealing: 21% consider Composition an important and interesting subject; 41% are fully favorable toward the study of Literature. Both indices are well below the Penn State average.

The Engineering student is the classical non-major and the type perhaps best understood by CCENS members. Though treated here in cool statistical terms only, he will appear as a human being as the report develops.

b. Business Administration

For excellent in Composition, the figure is 2%; for excellent in high-school Literature—19%. These students are far below average in Composition, slightly below average in Literature. Of the parents, 14% were college-educated, a percentage well below the Penn State average. The same must be said about the voluntary reading of the students. But the attitudes are slightly above average: 37% consider the study of Composition important and interesting; 55% use this phrase for the study of Literature.

i. Architecture

None of the fifteen students earned an excellent grade in Composition; only one was excellent in high-school Literature. As for attitude factors, the percentage of college-educated parents was above average, but none of the students read nine or more books in the three-month period. There is a wide disparity between their attitude toward Composition and their attitude toward Literature. A meager 13% consider Composition an important and interesting subject, whereas a high 67% are well-inclined

toward the study of Literature. "Composition," they say, "has nothing to do with the study of structures," meaning of course *design* in the architect's sense of the term.

Each department will interpret these profiles in the light of the field-groups which it serves and its own experience with them. And nothing would please us more than to see studies of this sort undertaken by many departments, for they will support the position of all course planners who are ready to teach students as they are.

At one extreme is the situation of the department in the older college for women: such a department may see little need for probing the teachability of its non-major students. At the other extreme is the situation of the department in the technical institute or the agricultural and mechanical college. Obligated to pioneer in the adaptation of courses to the ability and the attitudes of the less teachable men students, these departments have had considerable success in modifying without cheapening their programs. In a middle position are the departments of the public and private universities and nearly all other institutions. Some of their students will be fully teachable in traditional courses; more will be unready or disinclined to make the most of English as understood by most of us. Is it necessary to add that most deans of professional schools recognize the importance of our subject and welcome our efforts to teach it effectively?

B. THEIR POTENTIALITIES

Beyond question, the typical English major is for us more teachable than the typical student of Engineering or of Business Administration. Since typical non-majors—like other people—behave poorly when asked to do the impossible, it is unwise to expect them to take to standard courses as do concentrating students.

But we have already seen that in general intelligence and background, the typical non-major is not inferior to the concentrating student. He is simply different. If he is less *teachable*, within our narrow definition of the term, he may be quite equal to the English major in *potentiality*, conceived as teachability under optimum conditions. He may work well and learn much under

those of us who will accept in him what cannot be changed, and he may challenge all the capacity for growth in our subject which he does, in fact, possess. He will do much when rubbed the right way. And that truism takes us to the student-teacher relationship.

1. One Teacher and One Student

Pre-professional students have made their choices and are usually happy in them. Even in the first two years, they think of themselves considerably as specialists and often enough view English as another specialty explored and rejected in high school. The images of both subject and teacher are not very attractive. When the English teacher has a tolerably low opinion of them and their specialties, a clash of personalities and values is inevitable.

Dr. H. V. Williams—let us call him—must always teach one section of sophomores and one or two of freshmen, but he is a highly-trained specialist. Now in his early forties, he occasionally remembers what drew him toward English and college teaching over twenty years ago—his love for literature and academic life and his distaste for the crudity of the business world. If his study for the doctorate has been partially disappointing, well, there is pride in being a member of a learned profession. And today? Dr. Williams thinks he is getting on well at the University but not quite well enough. He remembers his dread of the eighth of the month when checks must be written. If he could only get more time for work on the scholarly articles which lead to advancement. . . .

Dr. Williams walks into his classroom of sophomores for the first meeting of World Literature. He knows that his colleagues like and respect him and he is content with the appreciation of a few students, usually the more serious of the English majors. His manner is crisp as he announces the texts for the course, makes the first assignment, and promises "pop quizzes" from time to time.

George Jackson on the first row asks, "Prof, what are we supposed to get out of this course?" Taking the question to be insulting to both himself and his subject, Dr. Williams answers huffily, "You'll know about that when we have finished."

Now there were certain things about George which Dr. Williams did not know. When George was ten, he took apart a radio receiver, the beginning of a hobby which soon became a serious interest. By fifteen, he had assembled his own high-fidelity system. There could be no doubt about his career: he must study electronics. George is happy in his choice and is beginning to think of himself as an engineer.

English and Dr. Williams? George knows that mathematics and physics are more closely related to his field. But even though his high-school memories of English are unhappy, he is not hostile to Dr. Williams's subject. He wishes he had learned more in his freshman course, partly because his uncle said not long ago that nowadays an engineer has to be articulate. He also hopes that Dr. Williams will help him to be interested in literature and will be—well, interested in him. For George has noticed that he works best when the "prof" is that type. His question, despite its crude phrasing, was asked out of a sincere desire for understanding.

Well, the course continued, and a few students seemed keenly interested. George read and partly understood Homer and Sophocles and Plato and the Bible; he wrote pop quizzes, two short papers, and several essay examinations. Dr. Williams lectured a good deal. Sometimes George understood what he said, but he never quite knew where the course was going and why some people like Dr. Williams and two of the other students were so excited about literature. His grade was C.

Though there is a C which represents the student's maximal achievement, this one meant simply that Dr. Williams did not stir the boy to the effort of which he was entirely capable. Student and teacher had come together—unprofitably.

What happened? George *was* willing to learn, and Dr. Williams *was* willing to teach—in his way. But both were specialists and had built much of their senses of personal worth around their specialties. Both were inevitably flawed by the self-importance and the inarticulateness which accompany specialization. Neither understood that specialists cannot truly communicate until each has recognized the importance of the other's specialty. Neither could

speak the words which get a good relationship under way. Inevitably, Dr. Williams wrote off George Jackson as a non-major student unworthy of much bother, and George wrote off Dr. Williams as a non-major teacher unworthy of much bother.

2. Their Values

Or, take Professor Allan Seager's understanding of the values of University of Michigan students in general.

... Your undergraduate is a member of a generation which believes that the boom since 1940 is the American way of life. He cannot remember anything but prosperity. The Depression which frightened his father reaches him through his father's urgent warning to get himself settled into a good job, which he wants to do anyway because he has been conditioned to believe that he has a right to the "good things" of life. These turn out to be, of course, the big cars and the cashmere overcoats of the advertisers. Thrift, which his father would have heard of, has been replaced by *carpe diem*; and this is not an expression of an Epicurean philosophy, but only the Madison Avenue sales pitch. . . .

He is also in a big hurry. Military service will, he believes, waste two years of his youth. . . . This would be enough to keep him from dawdling, from going to Europe on a cattleboat or sampling one job after another as people did in the twenties. But added to this is fear. . . . "War" and "the bomb" are the words that eventually come out of any discussion and he says he wants to get some living done before anything happens.

It is extremely interesting, perhaps encouraging, that the living he wants to do is not self-indulgent. He is eager to break into the accepted social pattern of marriage and a career. Since these are the accepted patterns, he naturally believes they are the right ones. . . .

Further, like most of the high-school graduates of the last twenty years, he has been submitted to Progressive Education. . . . [and] arrives in college with hardly any intellectual background. . . . Television and the comic book probably add to the difficulty. Now the old *American Mercury* was discovered by the undergraduate; professors did not then teach Mencken. If a similar magazine were to appear, . . . I doubt if the undergraduate would take it up because, first, it would be too hard to read; and second, because he would not feel that he could spare the time for intellectual pursuit that did not clearly make him ready for his economic niche.

... They will have inherited our native Pur-

itanism; they will have the manners taught by their Life Adjustment class and modified by the members of their corporate group; they will work hard and have large families. They will be earnest but dull. There are worse types, and now . . . their youth and vitality make them very attractive. (*Nation*, 9 March 1957)

But has Professor Seager really understood the values of this generation of students? Is his vision slightly clouded by commitment to the values of the twenties and thirties? All that can be done at the moment by way of providing a second view is to offer, with apologies, the writer's inquiry into the values of 106 Georgia Tech freshmen, sophomores, juniors, and seniors. The method of this inquiry involved a ranking by each student of six "value areas" previously established by discussion.

This is the ranking which emerged from the survey: (1) love-sex-family, weighted index 506; (2) survival and subsistence, 444; (3) inner confidence, 291; (4) knowledge and understanding, 277; (5) full stature, 257; (6) belonging and conformity, 250. Don Jeffares, a Georgia Tech junior, will explain these terms. He is writing about his own values and also commenting, occasionally, on Mr. Seager's view.

You're dead right, Sir [Seager], when you say we believe in marriage. We also believe in sex and love and having children. We want to know as much as we can about this part of life, because for most of us it is the most important of our values. . . . We are not much impressed by what we hear of the flaming youth of the twenties.

We all believe in staying alive. Last night I was talking with two boys about the war and the bomb and military service, and they said that thinking ahead makes them lazy and uninterested in courses. But most of us handle this problem like most older people. We don't have any clear ideas about how the big war can be held off, but we don't fear it very much or let it break up our lives. Mostly survival to us means a good job. We want the good things of life but we don't exactly think we have a right to them. Some of us like big cars, and some of us like small cars.

Inner confidence also seems to us important. It wasn't until the profs began talking about *The Lonely Crowd* that we thought much about this value. But Riesman made us understand some things in school and also the things

which were said by boys who had gone into jobs with the big companies. They talked about the demand for teamwork and cooperation and conformity. Maybe we were becoming a generation of conformists. Maybe that is why you call us "earnest but dull." But we don't want to be that way. Still we don't believe in being odd balls. In class, we talk about the possibilities of being individualistic but without going overboard. If that means getting more inner confidence, we are for it.

We value knowledge and understanding. Partly this means for me math, physics, chemistry and courses in my field of specialization which is ceramic engineering. But it also means just common sense and courses like English, Psychology, and Social Studies. Religion and morals ought to be in here too. I was one who put knowledge and understanding in fourth place in the ranking, so I can't call myself an intellectual. Yet that doesn't mean that I am not willing to apply myself to learning a good deal while I am in college. Isn't it possible to know a lot and have good taste without wanting to be in what you call the *élite*?

We value full stature or growing as far as a man can. The chances are that this one would not be in the list if it had not come up for class discussion. Students don't think much about what they would like to be at forty or fifty. But we do agree that we should not stop learning when we leave Georgia Tech.

The last value is belonging and being accepted and recognized by the groups we are in. That means knowing what is expected of you and conforming a good deal. Some of the boys put belonging above confidence; they are the conformists. But the majority put confidence above belonging.

II. COURSES

Function 2. "To determine what should be the content of the teaching of English in such programs. . ."

A. TWO VIEWS OF COLLEGE ENGLISH

Though none of us doubts the greatness of the subject loosely called *English*, many of us do not know exactly what it is or should be. We differ among ourselves—most understandably.

Thinking of the content of courses at all levels, some of us have in mind the traditional subject, English (I)—some facts and ideas about the language and good writing and certain ways of studying literature and of choosing works worthy of study. The works seem to be English *belles lettres* up to

1900 with a glance at the contemporary, the Graeco-Roman, the continental, and the American traditions. Though scholars interested in cultural history or the history of ideas have moved out toward the representative, the English (I) canon was strongly influenced by faith in the "classics." And the typical department has been dedicated to the English classics and to the correct and quietly elegant writing considered suitable for an educated American gentleman.

English (I) began in the 1840's, flourished mightily at the turn of the century, was modified in the twenties, thirties, and forties, and survives strongly in most departments in the fifties. It survives because it is at least part of the core of a great subject and deserves to survive. Courses for non-majors have been and, to a degree, should continue to be a selection of materials drawn from English (I). But it is obvious that English (I) "dates" and that we need no longer regard it as something inevitable and unchangeable.

This is the moment for discovering English (II)—our subject reappraised and re-ordered for those whose literary taste and communication needs have been shaped by mid-century conditions. It will be a core of English (I) plus a selection from the developments of the last thirty years:

(1) The English and American-English languages and language in general—history, linguistics, several grammars, usage, rhetoric, semantics, and communication theory.

(2) Literature in English—English and American works and Greek, Latin, and European writings in translation, especially poems, plays, novels, short stories, and biographies which are or could become good "teaching pieces." The range is extremely wide, and no descent to the trashy is necessary.

(3) Popular and/or "practical" materials: newspapers, magazines, movies, radio and television presentations, reports, business letters, and articles.

(4) The textbooks, journals, and research which shape the subject as the undergraduate knows it.

(5) The literature of criticism and of psychology, psychiatry, sociology, cultural anthropology, religion, ethics, and education.

B. DIRECTION

College English teachers are more interested in the materials of basic courses and in "results" than in ponderous statements of aims. The task for the moment is to look again at non-major students, to see what sort of direction emerges when their values are related to English (II), and then to get on with an illustrative program.

Though all curricula give us some highly teachable students, the pattern of career choices in most schools emphasizes the middle and low ranking fields. As long as the departments are committed to what has been called English (I), most non-major students will seem mediocre to their teachers. Potentiality is another matter. As Professor Keith Huntress stated in *College English* (Feb. 1955): "... With non-major students, the primary problem is motivation."

We may recall that Don Jeffares, the Georgia Tech junior, does not greatly esteem "the intellectual life," as it is understood by the English department. But he and nearly all the others wish to improve in communication skill in so far as this skill can be related to the attainment of other values. They ask an opportunity to learn. They are pardonably impatient with those who consider "minimum essentials of correctness" unworthy of college courses in composition or communication. They are also interested in all forms which seem related to real communication situations on the campus or in the professional world into which they are going. Motivation for much growth in communication skill is fully adequate if we are willing to provide real help with real difficulties and to make some concessions toward their interest in the more "practical" forms.

And literature? A few non-majors will seem to welcome any books and any approach which we bring to them, for they seek only passing grades and a veneer of culture. But Don Jeffares, who represents the majority in our experience, is looking for something more authentic. He asks for real enjoyment and for the skill in reading and getting what he wants to read which will serve him in later years. At these points, his interest in literature is much like his attitude toward art and music and the popular media; it is frank, natural, unstudied. He is also eager to understand his

values and those of other people. Again, the motivation is sufficient if we will search out the literary works which speak to him and his generation.

C. AN ILLUSTRATIVE PROGRAM

The subject is the study of communication and literature within an integrated approach to these two related disciplines. Two years or four semesters is the time allotment.

For a beginning, a handbook and about thirty paperbound texts would be sufficient. When teachers have thought and felt their way into an integration of the concepts of literary study and the study of communication, a syllabus would emerge. The chapter headings might be: (1) human personality: values, language; (2) techniques: purpose, form, values, development, total effect, evaluation; (3) forms and media: expressive or literary, popular, practical, and professional; (4) standard American English: paragraph, sentence, punctuation, diction, mechanics; (5) summary: a restatement of basic ideas and techniques. Virtually obligatory would be a selection of student writings in various short forms, and one might include an annotated book list to encourage reading beyond the texts chosen.

1. First Semester: Language and Values

Shaw's *Pygmalion* would provide a lively and instructive beginning, enough for three weeks of discussion and for short papers of various sorts. Titles for the remainder of the semester could be selected from the following list: *John Brown's Body*; *Green Pastures*; *The Canterbury Tales*; *Fromm, Man for Himself*; *Huxley, Brave New World*; *Otto, Science and the Moral Life*; *Plato, Apology and Crito*; *Edward Steichen, The Family of Man* (photographs); *Leo Stein, Appreciation: Painting, Poetry, Prose*; *Saint-Exupéry, Wind, Sand, and Stars*; *A. N. Whitehead, The Aims of Education*. Current materials for study of movie, radio, and television are easily available and should be used.

What does the student do? All the writing, speaking, reading, and listening he can, and within assignments that steadily employ several of the skills and range from what is short, simple, and personal to what is longer and involves considerable conscious

control of various skills. Some class and conference time will necessarily go to "fundamentals"; weaker students may require a fourth and fifth hour each week in remedial work.

2. Second Semester: *The Language of the Sexes*

Assignments are longer and more demanding; but essentially, as in the first semester, the student is writing and speaking out of his reading and listening.

Four or five books from this list would stir up lively talk and papers: *The Romance of Tristan and Iseult*; *The Way of the World*; *Young Lonigan*; *The Sound and the Fury*; *Joseph Andrews*; *Allegro* or *South Pacific*; *The Silver Cord*; *A Doll's House*; *Come Back, Little Sheba*; *The American*; *Kitty Foyle*; *Juno and the Paycock*; *The Catcher in the Rye*; *Ab, Wilderness!*; *Much Ado About Nothing* or *Romeo and Juliet*; *Fathers and Children*; *Our Town*.

The list is designed to focus attention on "content" and on values, to draw it away from categories such as form, period, and national origin and from preoccupation with a list of classics. Novels and plays are strongly represented because they are now dominant forms and because non-majors like them. Though the lyric is omitted, there is no reason why it must be.

Difficult? Perhaps. Yet even the less teachable student will struggle to understand a work centered in his own interests and values, whereas he will quit cold if the difficult book has nothing for him. Most of us, however, would agree that the semester should not contain more than one or two greatly demanding works.

3. Third Semester: *Conformity and Individualism*

One title might be chosen to suggest the horror of authoritarianism and manipulation at their worst—*Darkness at Noon* or *1984*. The problem can be studied in its contemporary American aspect in David Riesman's *The Lonely Crowd*, or better, William H. Whyte's *The Organization Man*.

To bring home the case for authority and conformity, one might choose from *The Book of Job*, *The Inferno*, *Conservatism* (ed. Peter Viereck), and *The Caine Mutiny*. As background for a modern

theory of individualism rooted in inner confidence, the teacher might use Albert Camus, *The Rebel*; R. L. Calhoun, "Personal Morale Today," in *Creating an Industrial Civilization* (ed. Eugene Staley); Eric Fromm, *Escape from Freedom*; Karen Horney, *Neurosis and Human Growth*; Robert Linder, *Prescription for Rebellion*; and Paul Tillich, *Courage to Be*. For students, some of the available works are *From Here to Eternity*, *Executive Suite*, *The Iliad*, *The Old Man and the Sea*, *Saint Joan*, and *Walden*.

This semester might well stress speaking and listening and group discussion, though there should be at least one long paper within which the student can think out his own attitude toward the basic problem. Time should be reserved for the discussion of these papers, for students will be most influenced by students when the issue is close to them.

4. Fourth Semester: *Professional Values and Language*

Whereas the first three semesters could be uniform for students of all curricula, the last must be planned in one version for Liberal Arts students, a second for students of Education, a third for students of Engineering, a fourth for students of Business Administration, and conceivably a fifth for "others." Short supplements to the syllabus might also be necessary, but they should introduce no new terminology not completely necessary for the adaptation of writing and speaking to the professional situation. That is to say that the ways of thinking about people, language, and form during the first three semesters must continue during the fourth.

Assignments would comprise written forms such as the business letter, the proposal of a new idea or project, the technical article or paper, and the research paper, nearly all of which can also be adapted to speaking or reading aloud. Practice in writing and speaking for readers and listeners of varying backgrounds is crucial. But if students have improved in human understanding in the three preceding semesters, progress in adapting materials to the audience can be reasonably rapid.

Though the fourth will be a crowded semester, literature and general reading still

have their place. But the works should be directly related, in so far as practicable, to the student's field. Nearly all of us know of novels and biographies in which the protagonist is a teacher or educator; the engineer is available in a few biographies and collected biographies; and Hawley's *Executive Suite* is just one of many new novels centered in industry seen from the inside and sympathetically.

Should it be expected that the two-year program just presented will make "book-readers" of half the students who complete it? We like to think that it will not produce any book-haters. But, for full effectiveness, it should be supplemented by shrewdly studied invitations to free reading—reading without compulsion and without credit. Book-lists can be valuable if the titles are chosen realistically and are related to works taught in the course. "Why not move on from this one which you liked to this one which is rather similar?"

D. CLARIFICATIONS

Where should the basic program be placed? The ideal solution may be that of the Cooper Union School of Engineering in New York—two hours per week through four years. Not ideal but easier to arrange would be placing "Language and Values" and "The Language of the Sexes" in the first year and "Conformity and Individualism" and "Professional Values and Language" in the fourth year. It is assumed that many departments will be obliged to keep the basic courses within the first two years.

How should "two years" be interpreted? We are suggesting the sort of growth in English which the most teachable non-majors could not achieve in less than four semesters or six quarters.¹ But we are interested in learning rather than credits. The test should lie in the ability to pass a comprehensive examination demanding very considerable progress toward the program's goals.

¹The first version of the program was built around six value areas and was thus planned for the quarter system; it was reworked when we were informed that the majority of higher educational institutions use the semester system. A copy of the first version will be forwarded on request directed to the chairman of CCENS.

Students will learn more smoothly and more deeply within an integration of Literature and Communication than they do within the traditional system. They will have more sensitivity, knowledge, and ability when they graduate. And as has been suggested, the gain in motivation can be striking. The worst charge against our basic courses is that too many students find them dull. When the typical department begins to consider student interests in either of the basic courses, few members know what these interests are. By building our program in Communication and Literature around the values which typical students of this age do in fact cherish, we go a long way toward solving the problem of motivation.

Most CCENS members like the idea of teaching our two-year program—or something similar. Though it keeps the students busy in learning communication skills, it offers the instructor the steady stimulation of contact with literature and ideas and in complete texts rather than in anthology snippets. It can also provide for him much of the freedom which he values; for he, with the help of his students, should select nearly all of the texts for the four semesters. Finally, he will meet in the suggested program no striking break with what he has done with his freshmen and sophomores in the past. "Communication and Literature" is a reworking of ideas long established in courses and textbooks.

III. TEACHERS

Function 3. "To ascertain what instructional procedures are likely to succeed in this field."

A teacher wrote, "I assume the role of snake doctor, spell caster, wizard, official bard, legislator to the world, or whatever guise is needed to arouse interest. . . . At the moment (June 3), I feel low. I just finished two hours on the stuff. And on the final exam, students were pulling answers out of their hats instead of out of the texts."

It was a *man* who wrote these words, and it is pleasant to report that he is now (September 12) feeling better. Yet his candid statement reminds us that some of our instructional procedures are not likely to succeed in this field.

A. INSTRUCTIONAL PROCEDURES

CCENS does not suggest that lively and colorful teachers should cultivate dullness, and we gladly admit that occasional aspects of our subject invite showmanship and brilliant lecturing. The essential point is, however, that students should be not only dazzled but also stimulated into learning and that they learn well when their reading or listening or writing or speaking is focused on the kind of growth which they understand and desire.

Thus our teaching concept flows directly from our study of students and courses: that the instructor's chief role consists of knowing his students and planning learning experiences for them. Even when texts and syllabi are mediocre, the imaginative teacher can often contrive sufficiently stimulating projects. A good assignment is clear, complete, challenging; it also includes "telling" because students are readiest to learn when learning bears directly on reading or writing for the next period. For the rest of the hour, the problem is to create the atmosphere and to set up the topics which will get the class into action.

Methods? All good teachers "play by ear" part of the time; often they get superb results without quite knowing how they did what they did. Yet there are good and bad ways of teaching spelling or "sentence sense," good and bad ways of establishing the rhyme scheme of an Italian sonnet or reaching the total effect of play or novel. Good teachers experiment to discover good ways. Is it endless experimentation which keeps them alive in courses repeated year after year?

This capsule statement is enough to mark a direction. For teachers who wish to probe further, the following books are suggested: Nathaniel Cantor, *The Dynamics of Learning* (1946); B. B. Cronkhite ed., *A Handbook of College Teaching* (1950); John Diekhoff, *The Domain of the Faculty in the Expanding Colleges* (1956); Gilbert Highet, *The Art of Teaching* (1950); Ordway Tead, *College Teaching and College Learning* (1949); and, of course, the first and third volumes of the NCTE Curriculum Series, *The English Language Arts* (1952), and *The English Language Arts in the Secondary School* (1956). The second of these volumes will pleasantly surprise

college teachers who have considered secondary school practices irrelevant to their problems.

B. PLANNING FOR GOOD TEACHING

Though the preceding notes were written for individuals, few of us are so unrealistic as to suppose that we function as islands entire unto ourselves. Except in the smallest colleges, the instruction of the non-majors approximates a factory operation. Our students come to us not by tens but by thousands; Professor Warner G. Rice has estimated that "75 to 90% of the teaching done" by college English departments is in basic courses. Courses are the product of the Freshman Composition staff, the Sophomore Literature staff, of other smaller staffs, and, more broadly, of the department. Almost inevitably the staffs slip into the mediocrity of mass education. Only the rarest of individual teachers transcends the standards of the staff.

It will be extremely difficult, we believe, to attain real excellence within these conditions. And the beginning must be frank recognition that the basic courses exist within the web of departmental tradition. There will be little improvement unless the departments work and plan for it.

Though aware of the importance of all English departments, we are especially interested in university departments. By educating teachers, establishing their views as to what the subject is, and shaping their images of the successful career, they have created the traditions of college English. Some of these are noble traditions and must be maintained. Others should, we believe, be modified to get the major teaching job well done.

1. Distinctions

We can hardly go further without drawing distinctions between three teacher types. They are: the *scholar*-teacher, the *scholar*-teacher, and the *teacher*-scholar.

The *scholar*-teacher, a good man, gives nearly all of his time to instruction of English majors and graduate students and to research and study leading to scholarly publication. Often called the "research man," he is the beau ideal of our profession.

The *scholar*-teacher, a good man, gives nearly all of his time to instruction of Eng-

lish majors, although he may have a graduate seminar and one section of freshmen or sophomores. He reads widely and publishes occasionally. He seems to be the type envisioned by the Committee of Fifteen which produced *The Graduate School Today and Tomorrow* for the Fund for the Advancement of Education.

The *teacher-scholar*, a good man, gives all or nearly all of his time to basic courses for non-major students. He is a student of American English, communication, and general literature; he "produces" subject-matter and educational research in his fields, textbooks, and, occasionally, scholarly research. Without acceptance of students as they are and real love of teaching, he can exist, but he cannot flourish.

2. Recruitment

How many college English teachers will be needed as enrollments mount during the next fifteen years? Our guessing is based on the widely accepted "B Projection" of *Teachers for Tomorrow* and has been checked by Mr. Fletcher Wellemeyer of the American Council of Learned Societies. It appears that we will need for replacement and for added enrollment in the English departments of all United States higher educational institutions 1700 new teachers in 1960, 1800 in 1965, 1700 in 1970, and 2800 in 1973.

This is a simplified version of a complicated table. Many years are omitted to permit quick legibility, and the "new teachers" are not subdivided into those who will and will not hold the doctorate. For various reasons having to do with base figures employed, the estimates are conservative. Some conception of the magnitude of the recruiting problem can be obtained by comparing 341, the number of doctorates in English granted in 1954-1955, with 1700, the total number of new teachers needed in 1960.

What percentage of these new teachers should be *teacher-scholars*? For the bulk of the teaching in the university, the college, the teachers college, the technical school, the community college, and the junior college, *teacher-scholars* should be employed. Considering the overwhelming mass of non-majors to be taught and the comparatively small number of English

majors and graduate students, it seems safe to suggest the ratio six *teacher-scholars* to one *scholar-teacher* or *scholar-teacher*.

But law, medicine, industry, and all the emergent professions are competing with us for good men. If college English is to attract and hold able people, it must offer interesting and functional professional education and improved teaching conditions, especially equality of respect and opportunity for *scholar-teachers*, *scholar-teachers*, and *teacher-scholars*.

3. Education

The traditional Ph.D. program in English is strongly established, and CCENS should not ask for its modification without showing that it is failing badly. But until rather recently, the apologists could always assert that the Ph.D. was a research discipline and that it had no bearing upon the education of those headed toward teaching careers. More recently, everyone seems to accept the fact that the degree is a "labor union certificate" in that a man must have it if he is to move beyond the year-to-year instructorship in any institution of prestige. Both of the most recent reports—*The Graduate School Today and Tomorrow* (1955) and *Harvard University Committee on Teaching: Report for the President* (1957)—clearly recognize that scholars and research men do, in fact, teach. It is then proper to ask whether the Ph.D. in English has prepared them for their classes, many of which include non-major students.

Part of the evidence as to the teaching effectiveness of the graduate-school product comes from the teachers themselves. When asked about the Ph.D. as preparation for classroom teaching, more than half of the 1300 MLA members recently questioned called it "less than adequate." Nearly all of these men hold the doctorate.¹ A large proportion of the fifty departmental chairmen who attended MLA Conference 13 in 1955 said that many teachers of composition are unprepared for their classes.

Specifically, too many Ph.D.'s and doctoral candidates do not know the subject and are unaware of their lack of knowledge. For good work with non-major students,

¹*The Graduate School Today and Tomorrow*, p. 39.

the subject is what we have called English (II)—a considerable knowledge of American English, of usage, of several grammars, and of communication theory. It is also a selection of Greek, Roman, English, American, and continental works of literature and of the other materials cited in Section II of this report. In our experience, many Ph.D.'s are unwilling to fill in the gaps, for they naturally consider themselves well trained by the graduate school.

Too many Ph.D.'s and doctoral candidates lack teaching skill. Instructed as undergraduates and graduates by masters who could take for granted a keen interest in the subject, they assume that motivation is an absurdity devised by educationists. And they have little understanding of the area in which knowledge of the subject and teaching strategy come together and are therefore impatient with colleagues who consider the planning of courses to be serious and interesting business.

Too many Ph.D.'s and doctoral candidates lack the personal qualities required. According to forty experienced teachers questioned at our 1954 conference in Detroit, these are: infectious enthusiasm for the subject, understanding of and liking for young people—including the non-majors, and a stable, responsible, and confident personality. We believe that any teacher who is weak at any of these points will have only mediocre success with his students—whatever his erudition may be. The graduate schools have given us too many of the Williams type. Even one in a department is too many if he wields influence.

Many of us fail to realize that our Ph.D. represents advanced and highly specialized study and is thus subject to the dangers inherent in all other specializations. The danger is not knowing too much or possessing too much skill or understanding. It is the perfectionism, the self-importance, the intellectual snobbery which develop as the young scholar forswears other values in order to devote himself totally to "knowledge." When this happens, we are likely to get the Ph.D. who lacks the humility and confidence needed for communication with most undergraduates.

Is it possible to educate young men and women for teaching the non-majors well?

CCENS exists to get better courses for pre-professional students, and we are under some obligation to make an attempt to go beyond a mere attack on the traditional degree for their teachers. We ought to have some conception of the sort of teacher education program which will make sense within the context of our general analysis. We do. But in setting it down, we must intentionally move out of the groove of conventional discussion of the doctorate and ignore some of the issues ordinarily canvassed. There will be no word concerning the dissertation, the language requirement, and the name of the degree.

The major problem, it seems, is attracting and holding keen, sturdy, and personable students as prospective teachers. We should try to reach them as sophomores or juniors and to interest them in a career in college English and with the fullest understanding that most of them will give much of their lives to the basic courses. We must be able to show them that such teaching can be a respected and rewarding profession, and much of the remainder of this report will spell out the changes needed. Since few of these young people will be able to finance an extensive period of study, we, in our associations, must assist departments in getting the huge fellowship funds which will be needed. We are competing against other subjects and especially with industry and the professions for able candidates. And the type required is precisely the young man who can succeed in law or medicine or management.

Should the aims of the English major and the graduate program differ greatly from those suggested for the basic course in communication and literature? Are we not interested chiefly in growth in human understanding and in communication skill plus, to be sure, rounded competence in teaching? As subsidiary aims, one might list skill and insight into the historical, the analytic, the comparative, and the socio-psychological approaches to language and to literature. And why not expect students to give equal time to language study and to literary study in both the English major and the graduate program?

The time span seems to be the third and

fourth undergraduate years and the first, second, and perhaps the third graduate years. The student's time must be economized; we cannot expect him to stay on indefinitely to meet indefinite or arbitrary requirements. Neither he nor the nation can afford the stumbling process with which some graduate departments have been content. Acceleration can be attained without the slightest relaxation of meaningful standards.

But it will require replanning the major, the master's degree, and the doctorate. Their objectives have never been defensibly defined. Much pruning is needed. The searching question should be: What will this work or this movement or this aspect of language study contribute to the attainment of objectives?

The "field" for the teacher-scholar is, it has been said, a very wide and deep knowledge of our language and of everything comprehended within the term "communication"; it is also a shrewd selection of the good and great literary works of the Western Tradition. When the university English department has reappraised this field, it will discover that it has a partially new and altogether magnificent subject to teach. Education suitable for the next generation of teachers should not be a dilution of the old program.

What of specific preparation for work with students? Most CCENS members prefer to rely on one or more seminars in teaching and on internship programs. Increasingly, the seminar in the teaching of composition is provided for graduate students, and it should be supplemented by a second in the teaching of literature. Both should remain within the English department, but much could be gained by drawing occasionally on the assistance of other departments including the department of Education. As for the internship, it may take the form of an assistantship-teaching one or two sections of composition in the degree-granting department, or it may be an instructorship in an institution—college, teachers college, or technical institute—with which the degree-granting department maintains a friendly relationship. Some of us like the plan of the English department of one of our Southern universities within which the degree-granting department as-

sumes responsibility for not only its own internship but provides some assistance for related programs carried forward by the departments to which it sends doctoral candidates in their first teaching appointments.

It is easy to imagine the practical objection: "CCENS is asking us to use time and effort which cannot be spared from the teaching and research duties with which we are now burdened." The answer comes out of recent contact with foundation people: any university department which will seriously address itself to strengthening its English major and its doctoral program will easily obtain the funds for freeing some of its members from their ordinary duties.

4. Teaching Conditions

a. Salary Structure

If many teachers of basic courses are content to coast, it is a matter of concern for the profession, but no one should be surprised or indignant. A university president said not long ago, "English teachers are a dime a dozen, and that's what we pay them." He was exaggerating to condemn a bad practice. The most obvious way to increase motivation is to increase the size of the paycheck. Few college English teachers, whether they teach freshmen or graduate students, will quarrel with the formulation in *Teachers for Tomorrow*, "The salary structure must be high enough and flexible enough to compete effectively with other fields competing for quality manpower."

The reader has surely met many similar statements, for foundations, industrialists, and even students tell us nowadays that we are underpaid. Not only the NEA's Educational Policies Commission has recommended that faculty salaries be doubled in the next decade. More important than the stream of words is mounting evidence that trustees and state legislatures are beginning to listen and act.

Within our theory, money is coined life: it is value. And we should not hesitate in aligning ourselves with those who work and speak effectively for improved salary structures. To be sure, there are a few institutions within which the salary question

is not paramount. But many faculties are so hard pressed that discussion of non-monetary rewards seems sentimental, and this mood may well prevail until college teachers have attained salary levels suitable for the way of life which custom has established for them.

But money is not merely coined life. Within our culture and even in the university, it is a symbol of achievement and recognition. Though improvement in the salary position of all faculty men is justifiable and necessary, it is also important to reduce or eliminate widely prevalent inequities. College English teachers of every type consider themselves undervalued if they are paid less than physics teachers of comparable qualification. And within our own departments, highly qualified *teacher-scholars* have a legitimate grievance if they fare poorly as compared with highly qualified *scholar-teachers*.

b. Rank and Function

Nearly all departments of our higher education institutions serve both major and non-major students and deal as well as they can with the problem of divided loyalties which inevitably results. They seek to advance research, maintain standards, preserve the traditional shape of the subject, and educate the next generation of scholars and research men. They also do what they can to provide adequate basic courses for non-major students. For university English departments, the departments which have established the traditions of the profession, this problem is especially acute because they must serve concentrating students well even while they are providing enormous quantities of instruction for the non-majors. The department must be both studio and—worse luck—factory.

Out of this conflict has come the traditional incentive system of the university English department, a system imitated to a degree in nearly all other departments and established so solidly that many of us accept as we accept the rising of the sun in the morning. Within this system, the factory operatives are paid poorly in rank and prestige, and the masters of the studio are paid well. It is clearly revealed in the pattern of rank related to teaching type and function of X University's English De-

partment. This pseudonymous department is typical of all departments in universities which have not established general colleges staffed by their own faculties.

Of the ten full professors, five are *scholar-teachers* and five are *scholar-teachers*; none is a *teacher-scholar*. Of the five associates, two are *scholar-teachers*, two are *scholar-teachers*, and one is a *teacher-scholar*. For the nine assistant professors, the distribution is three, three, and three. Of the eleven instructors, four are *scholar-teachers*, six are *scholar-teachers*, and one is a *teacher-scholar*. The classification, which is only roughly accurate, was made by studying X's catalog description of courses linked with their teachers and by consultation with members of the department. It reveals, in a striking way, the heavy preponderance of the *scholar-teacher* and *scholar-teacher* types and their control of the department's higher echelons.

In 1952-1953, the year of our study, X University conferred A.B. degrees in English on 68 students; the M.A. went to 23, the Ph.D. to 2.¹ At this point and in the scholarly activities of its staff, the department functioned within the traditional concept of the university—preserving, increasing, disseminating knowledge. For this function, the department maintained a strong and well-paid staff of *scholar-teachers* and *scholar-teachers*. The *scholar-teachers* taught graduate students and a few upperclass English majors; the *scholar-teachers* of high rank taught graduate students, upperclass majors, and a few non-majors in sophomore literature.

But X's is also a service department, providing composition for about 2000 freshmen, chiefly non-majors, and a general course in English Literature for about 1500 sophomores, chiefly non-majors. These courses were directed by associate professors and staffed mainly by instructors and assistant professors who were, in our view, poorly trained and oriented for their teaching duties. They were placed in exactly the situation of "Dr. H. V. Williams": they were expected to teach their non-majors well, but their advancement depended chiefly upon scholarly publication.

¹U. S. Office of Education, *Earned Degrees Conferred by Higher Educational Institutions 1952-1953*, p. 47.

If instruction of non-majors at X and similar institutions is mediocre, the explanation is simple. Torn between two loyalties, the department honors one and slights the other. It has not established a tradition of excellence in its program for non-major students. And no one in authority is both willing and able to pay for excellence in rank and prestige and salary.

This is a strong statement. And, in our judgment, it must be strong because it goes to the heart of the matter not only for X University but for nearly all higher educational institutions all over the land. Teachers will not pull the best out of their non-major students, and courses will not be substantially improved until chairmen and deans link the idea of excellence in basic courses with an incentive system designed to evoke excellence.

We need planning for good teaching, planning at the point where it can be most effective. We should be discussing a pattern of gradual readjustment which, during a period of rising enrollments, will hurt no one: (1) a departmental decision to appoint no new *scholar*-teachers for a time and to discover strong *teacher*-scholars for both lower and upper-bracket appointments; (2) reorientation of some *scholar*-teachers and *scholar*-teachers toward the instruction of non-major students and full use of the department's best *teacher*-scholars for planning, supervising, and teaching basic courses and for developing new upper-division electives for non-majors; (3) establishment of criteria for appointment and advancement which recognize qualifications and achievements appropriate to each of the three types, especially provision of an equivalent for the doctorate and recognition of superior teaching as an achievement at least equal to publication. By 1967, for example, at least a third of the full professorships even in a university department should be held by *teacher*-scholars at salaries equal to those of *scholar*-teachers and *scholar*-teachers.

c. Criteria for Advancement

The major criterion thus becomes superior teaching and/or distinguished research. For the *scholar*-teacher, the middle

type, both achievements must be considered significant; the *scholar*-teacher should advance on the basis of, first, distinguished research and, second, superior teaching; the *teacher*-scholar should climb on superior teaching first and distinguished research second. Other criteria meaningful for all three types are "institutional . . . and departmental usefulness"; "contributions to the profession such as offices held in professional organizations, planning of and participation in programs, attendance at meetings"; "civic and community service"; and "professional growth including the development of the intangible qualities of personality which mark the professional man."¹

The term *distinguished research* must be given definite meaning: the department should obtain agreement as to the kind of productivity—subject-matter research, educational research, criticism, creative writing, or textbooks—which it values as a department and considers meaningful for the growth of the researcher. Also required is a fair and rigorous procedure for the evaluation of research.

Superior teaching is a satisfactory criterion only if reliable methods of evaluation are discovered and used. But many of those who favor teaching excellence as the first of criteria are opposed to evaluation. Apparently they do not understand that research, conformity, and length of service must remain the only criteria if teaching is not appraised; no one in the department will dare to identify exceptional teachers merely on the basis of rumor. However, two recent CCCC workshops have yielded much evidence that teaching effectiveness is reliably appraised at the University of Michigan and elsewhere and that staff members will accept a system which includes multiple class-room visitation, filed written reports, and a clear understanding that visits are intended to help the teacher.

¹The quoted phrases and some of the spirit of this discussion were drawn from the report of Workshop 1, "Professional Status of the Composition/Communication Staff," *College Composition and Communication*, VII (Oct. 1956), 120-122. Oscar Cargill, chairman at New York University, served as chairman of this group.

SUMMARY

A. PREMISES

1. Within the next ten years, all of the nation's 1800 college English departments should greatly increase the effectiveness of their courses for non-major students.

2. Teachers and departments are ready to get a bit of the ideal into the real, to consider students and themselves possessors of human dignity and worthy of both respect and understanding, to be guided by the principle of equality of respect and opportunity for all of those who serve or are served by the English department.

B. STUDENTS

3. According to percentages earning excellent grades in Composition, Penn State sophomores rank in the order English, Elementary Education, Home Economics, Pre-Medicine and Medical Technology, Arts and Sciences, Agriculture and Forestry, Engineering, Business Administration, and Architecture.

4. All field-groups provide some highly teachable students. But the Penn State pattern of career choices stresses the middle and low ranking field-groups. Within what may be called the English department's view of teachability, the typical non-major seems mediocre.

5. Potentiality is another matter. Few of the English majors are really members of an intellectual élite; few students in even low-ranking fields are really weak in general intelligence and all-round ability.

6. The student-teacher relationship is important. Improvement begins with the understanding that both the English teacher and the pre-professional student tend to identify themselves with their specialties, show traces of narrowness and self-importance, and find communication difficult.

7. Meeting the non-majors half way involves knowing and even, to a degree, respecting the value areas which they find important.

C. COURSES

8. The first step in bringing students, teachers, and subject together profitably is drawing a distinction between English (I) and English (II).

9. By bringing together understanding

of students, some sense of the qualities they should bring to their professions and personal living, knowledge of English (II) and the aims of standard courses, we established direction for a two year program in communication and literature. Our students will move toward measurably increased skill in writing, speaking, reading, and listening; the enjoyment and understanding of readable and reputable literary works centered in the values which they consider important; strengthened impulses toward voluntary reading; and growth in human understanding and self-confidence.

10. An ideal program—the study of communication and literature built around language and values, the language of the sexes, conformity and independence, and professional values and language—would occupy an hour or two a week through the four undergraduate years or three hours per week in the first and fourth years. Achievement should be measured by a comprehensive examination.

11. Integration of the concepts of communication study and the study of literature will yield smoother and deeper learning.

D. TEACHERS

12. The effective teacher of non-majors may at times be a showman or a "personality," but he should be chiefly one who knows students well and can devise the assignments and supply the classroom atmosphere within which they will do a great deal of learning.

13. The time of the "tidal wave" will require thousands of capable new teachers. To attract good recruits and to make the most of our present staff, we should give thought to recruiting, the education of teachers, and the improvement of teaching conditions. Three types—the *scholar-teacher*, the *scholar-teacher*, and the *teacher-scholar*—should be distinguished.

14. In developing *teacher-scholars*, the major problem is to attract and hold keen, sturdy, and personable students and to educate them without twisting them into narrowness and rigidity. The aims of the English major and the graduate program should be growth in human understanding, communication skill, and teaching ability. Subsidiary aims might be skill and insight

into the historical, the analytic, the comparative, and the socio-psychological approaches to language and literature study. The student's time can be economized without any relaxation of standards if university departments will reorganize their programs for the B.A., the M.A., and the Ph.D.

15. Improved conditions will yield better courses and teaching. Many faculties are now so hard pressed financially that discussion of psychic motivations may seem sentimental. Hence the Committee joins with all of those who ask for better pay for college teachers. But whatever the size of the check, English teachers will consider themselves under-valued if they receive less than, say, chemistry teachers of comparable qualifications. And within our departments, the well-qualified *teacher-scholar* has a legitimate grievance if he is not treated as well as scholar-teachers and *scholar-teachers* of comparable qualifications.

16. The incentive system of the university English department is one of our strongly established traditions, and it tends to influence all other departments. Designed to encourage research and excellent instructions of English majors and graduate students, it does not make for excellence in courses for the non-majors. A plan for gradual readjustment of this system is suggested.

17. Though university departments set our pace, all departments are interested in establishing sound criteria for advancement. In our view the two chief criteria are superior teaching and distinguished research. For the scholar-teacher, both achievements should be considered significant; the *scholar-teacher* should advance on the basis of, first, distinguished research, and, second, superior teaching; the *teacher-scholar* should climb on the basis of superior teaching, first, and distinguished research, second. These will be fully satisfactory criteria providing both teaching and research are fairly evaluated. Considering all three types equally useful, we believe that all three should share equally in responsibilities and rewards. Courses for non-major students need drastic improvement, and that work cannot be done by men who are marked as third class citizens.

E. ACTION

Reorientation toward greatly strengthened courses for the non-majors will take time, thought, imagination, human understanding, and strong financial support. No department is exactly ready for a beginning based upon optimum readiness. Can anything be done now? We will glance at CCENS first and then turn toward the departments.

Building and discussing this report has drawn together a capable but sprawling national committee, enabled us to get agreement at many points, and to look toward the future. Now we need a redefinition of our relationship with the Conference on College Composition and Communication, the committee of the National Council's College Section, and other groups concerned with the major problems of college English. We must cooperate with educational, professional, and business leaders who are seriously and practically interested in our problem.

But what can individual teachers and departments do now? Most respectfully, we make these suggestions:

1. A quick letter to the CCENS chairman touching (a) what is liked and disliked in this report, (b) its special application to a department, and (c) work in progress which we should know about. Such letters can be published; they can also help us to learn more about departmental realities.
2. Gradual development of a plan for the department. It may center in adaptation of one or more CCENS ideas; it may be built around the solution of problems which we ignored.

The great companies, the professions, and modern living demand of our graduates a degree of human understanding and communication skill scarcely imagined by most educators ten years ago. Though the English department is only one of those which can meet this demand, we can do much more than we are now doing. As members of the English department, we have thought through the program required, and we know what is involved in getting it taught well. Here is our plan for a very substantial improvement of our courses. And we believe that it deserves the kind of support which an alert administration and faculty can give it.

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Councilletter

A LOOK BACKWARD — A GLIMPSE AHEAD

HELEN K. MACKINTOSH
PAST PRESIDENT

Although the limits set for my reminiscences begin with the pre-convention session of the Executive Committee in 1955, my recollections and my association with the Council go back to the year 1933 when I responded to a call for help from a good friend who could not be present at the Detroit meeting. By asking me to take a responsibility, she introduced me to an organization to which my interest in children's literature should have drawn me even earlier. When the Commission on the English Curriculum came into existence in 1945, I became a regular attendant at Council meetings. In 1952 I had the privilege of serving as Second Vice President.

Over this relatively long period of time there has been an opportunity to see the growth of the Council. During the past four years the Fifty by Sixty goal (50,000 members by 1960) has been more than realized. There are a number of reasons for such phenomenal growth from a comparatively small group concentrated at the secondary school level to an organization encompassing elementary, college, and graduate levels—one that has prestige and recognition in the field of education. The increase in services provided has no doubt been a factor. The scope and quality of program offerings at the annual meetings is one of the elements that has contributed to expansion. The publications, especially the volume entitled *The English Language Arts in the Secondary School*, which appeared in 1956, have emphasized the continuity in the work of the Commission on the English Curriculum. The tours abroad, the plans for presence of visitors from other countries at the annual meetings, and the activities of the international committee point toward enlarging the Council's scope of activity in another direction. Our Executive Secretary has been authorized to spend a week with the NCTE European Tour 1959 in England, and to visit Paris. Both of the activities are in the interest of

exploring possibilities for informal contacts with any group of teachers organized to promote the teaching of English. Who knows how soon we may be a part of an International Council of Teachers of English? Today in many countries of the world it is British English that is taught and it is to Britain that teachers from the European countries have gone to perfect their English through grants for summer courses. In the summer of 1958 a group of Russian teachers had such a course at the University of Edinburgh, and their opposite numbers perfected their use of the Russian language at Russian universities. In the process, both groups contributed to international understanding in a practical personal way. Over a period of years, groups from other countries have visited Britain for a similar purpose.

Our Executive Secretary has recently pointed out that before 1956 the Council co-sponsored very few workshops. But beginning in that year the number of such projects has remained steady or has increased. There is every evidence that such workshops will grow in number as the Council cooperates with groups and institutions, and determines a policy with respect to the scope and the continuity in such activities. If some of the basic issues in English are to be resolved between and among the elementary, secondary, college, and graduate levels, there must be opportunities through regional and state workshops to bring together teachers from all of these levels. For some part of such workshops all members will need to work together on a common problem. Within the same framework there should be opportunity for work by levels, and also in terms of interests in poetry, in dramatics, in creative writing, or a number of other areas. The influence of such experiences on attitudes and practices could be immeasurable.

With the building of a Headquarters at the University of Illinois the membership

will have a better opportunity to contribute to the influence of the organization. The present building limitations have tended to emphasize the production and distribution of materials as the important activity at Headquarters. But in the new building the center for curriculum and materials offers almost limitless possibilities for providing consultant service to individuals and groups on the job, and at the center. The center can provide seminar facilities for committees from state or local communities on a broad basis, since materials can be assembled not only from all parts of the United States, but from other parts of the world as well. As I visualize this center, it might well include various interpretations of the classroom as a learning laboratory. A room

capable of adaptation in many ways or a series of dioramas picturing functional classrooms might offer suggestions. For the teacher of English in the year 2000 may work in a very different setting from that of today.

The Executive Committee makes constant evaluation of the organization of the Council in all its ramifications—committees, bulletins, official magazines, and cooperative efforts with other groups. Such continuing evaluation is needed in order to keep all activities moving in a coordinated fashion. The future holds exciting and stimulating experiences for all those who work with and for the National Council of Teachers of English.

NCTE Co-SPONSORED WORKSHOPS, 1959

University of Colorado, Boulder. June 29-July 17. 3 semester hours graduate credit. Title: Teaching English in High Schools. Director: Richard Corbin, Peekskill, New York, Chairman of NCTE Secondary Section. Further information: Professor Roy P. Ludtke, College of Education, University of Colorado.

University of Georgia, Athens, and the Georgia Council of Teachers of English. July 27-August 19. Theme: "Communication in the Modern World." Director: Dr. Mary J. Tingle, University of Georgia.

Southern Illinois University, Carbondale. June 22-26. Topic: "Teaching of Literature in High School." Guest leader: Dr. John C. Gerber, State University of Iowa. Director: Professor W. B. Schneider, Southern Illinois University.

Indiana University, Bloomington. July 23-August 7. Topic: "Elementary School Trends in Language Arts." Leader: Dr. Doris Holmes, Queens College. Directors: Dr. Leo Fay and Dr. Ruth Strickland, Indiana University, First Vice-President of NCTE.

Purdue University, Lafayette, Indiana. July 6-24. Theme: The Teaching of Reading. Director: Professor George B. Schick, Department of English, Purdue.

Iowa State Teachers College, Cedar Falls. June 15-July 2. Theme: "The Teaching of

Writing in the Secondary School." Director: Luella B. Cook. Further information: Professor John Cowley, Iowa State Teachers College.

Boston University, June 29-July 11. Theme: "Individual Differences." Director: Dr. M. Agnella Gunn. Consultants: Margaret Early, Mary E. Fowler, Olive S. Niles, Donald O. Durrell, and others. Further information: Dr. M. Agnella Gunn, School of Education, Boston University.

Montana State University, Missoula. June 15-July 17. Theme: "Using Linguistics in Junior and Senior High Schools." Director: Thurston Womack, San Francisco State College. Further information: Professor Agnes V. Boner, Montana State University.

Hunter College, New York. Theme: Common Learnings in English and Social Studies. For dates and other information write Professor Milton J. Gold, Department of Education, Hunter College, 695 Park Avenue, New York.

Midwestern University, Wichita Falls, Texas. June 29-July 17. Theme: "Use of Linguistic Principles in the Teaching of Composition." Director: Dr. Priscilla Tyler, Western Reserve University. Further information: Professor Madge Davis, Midwestern University, Wichita Falls, Texas.

North Texas State College, Denton. Two workshops. June 23-July 11. Theme: "New

Directions in the Teaching of Grammar." Director: Dr. E. G. Ballard. Consultants: Dr. Sumner Ives and Dr. Mary Whitten. July 13-31. Theme: "Adapting Literature to Individual Needs." Director: Dr. E. G. Ballard. Consultant: Dr. Ralph Eberly. Further information: Dr. E. G. Ballard, Box 5342, N. T. Station, Denton, Texas.

Marshall College, Huntington, West Virginia. June 29-July 17. Theme: "Teaching Reading in Junior and Senior High Schools." Director: Hardy R. Finch, Greenwich High School, Greenwich, Connecticut.

Marquette University, Milwaukee. June 15-19. Theme: "Modern Grammar and Linguistics in Composition and Language Instruction." One hour graduate credit, or audit. Director: Dr. Clarence A. Brown, Department of English, Marquette University.

University of Wisconsin, Madison. June 29-July 24. Title: English Workshop for High School Teachers. Director: Dr. John R. Searles, University of Wisconsin. Consultants: Dr. Henry Pochmann (poetry) and Mrs. Ednah Thomas (composition).

THE PREPARATION OF TEACHERS IN COLLEGES AND UNIVERSITIES

WARNER G. RICE

UNIVERSITY OF MICHIGAN

During recent months, the recognition that American schools and colleges must face not only the problem of numbers, but also the necessity of producing graduates of better quality, has again directed attention to the need for more and better teachers. Encouraging signs of a growing cooperation between schools of Education and "subject matter departments" (demonstrated, for instance, at the Second Bowling Green Conference last summer) point the way to an improvement in certification requirements and in the preparation of teachers for the secondary schools. At a number of leading universities, moreover, excellent "MAT" (Master of Arts in Teaching) programs have been established, and these examples are certain to have a good effect. Unfortunately the effort thus far is extremely small in proportion to the need; yet it is a step forward.

Some progress, similarly, can be observed in an even more neglected field—that of the preparation of college teachers. Traditionally it has been supposed that a young man or woman who has undergone the discipline of the graduate school—especially if he has emerged from it with a Ph. D.—is adequately prepared to assume full responsibility for a class of undergraduates. This comfortable assumption has failed to take into account the fact that the average young Ph.D. has been conditioned in an environment where little attention is given to the

claims of "general education," where the theories of educationists are regarded with suspicion, and where the teaching of elementary courses is thought of as an uncongenial apprenticeship from which it is desirable to escape as quickly as possible. Yet it is because of these circumstances that the assignment given the young teacher has been accepted so often with resignation rather than rejoicing, and carried out clumsily and perfunctorily.

It will be a long time before attempts to remedy this situation are successful on a large scale. The recognition of a need for improvement has often led only to rather trifling innovations—e.g., the assigning of a graduate student to give a single lecture in a survey course, or the training of graduate assistants to read and grade essays properly. In large universities—and in small institutions, too—some formal supervision has been given to junior staff members through staff meetings and occasional class visits; but few Departments have wished to devote much of the time of its senior members to such activities.

To be sure, "teaching" degrees, like that of Doctor of Education, have been established, and have achieved a respectable status. The ambitious graduate student, however, has avoided them as being inferior in prestige to the Ph.D., and at best their requirements have rarely included the discipline of supervised teaching. Super-

vised teaching has, indeed, been added in some institutions which have tried to assimilate teaching experience (usually in the Freshman course) to academic preparation at a level below that of the doctorate. The intention here has been to prepare young teachers to take posts in junior colleges, teachers' colleges, community colleges, etc.—not with the idea of remaining permanently, but rather in the expectation of proceeding at some later date to the Ph.D. The difficulty with this plan seems to be that it gives the young teacher little or no professional advantage. Small distinction is likely to be made by any employing agency between the candidate who has been specifically prepared for the teaching of elementary courses and the candidate who has not, so that the time spent in teacher preparation seems only to delay the doctorate.

The most hopeful advances are being made in those graduate schools which have systematically incorporated teacher training into the Ph.D. or Ed.D. program, requiring participation by all teaching assistants, at least—that is, under present conditions, some 80–90% of all doctoral candidates. Programs of this sort differ in detail, but usually include (a) the super-

vision of beginning teachers in sections of elementary courses by senior staff members who make this work a part of their assigned teaching load; (b) the organization of small seminars in which inexperienced teachers are given guidance in routines and techniques, discuss the syllabus, criticize each others' assignments, debate about objectives and standards, and seek improvements in methods, (c) required enrollment in seminars and courses in the problems and purposes of education, the nature of general education, theories and programs of higher education in the United States, the development of new techniques (e.g. by the use of audio and visual aids); and (d) appraisals by students and supervisors of the teacher's competence and development.

Follow-up studies of the results produced by these programs have not yet been undertaken, though there is a growing recognition of their value. They will not receive much consideration from the profession as a whole, however, as long as "low cost" elementary courses are the rule, and the national visibility to be achieved by copious publication or a managerial role is the prime requisite for academic status and professional success.

NCTE ELECTION NOTICE

In accordance with the Constitution of the National Council of Teachers of English, the Board of Directors at its meeting last Thanksgiving Day chose Grady Garrett, Charles W. Roberts, Mark Shedd, Ingrid Strom, and Autrey Nell Wiley as the Nominating Committee to propose officers for 1960. Professor Roberts, who was chairman, found it necessary to resign; the runner-up in the voting, Professor Ingrid Strom succeeded him as chairman, and another runner-up, M. B. McNamee, S.J., was added to the committee. The nominations:

For President: RUTH G. STRICKLAND, Indiana University

For First Vice-President: HAROLD B. ALLEN, University of Minnesota

For Second Vice-President: HARDY R. FINCH, Greenwich (Conn.) High School

For the Six Directors-at-Large:

MARY AUSTIN, Harvard University
T. A. BARNHART, St. Cloud (Minn.) State College

JOAN CAREY, University of Florida
CONSTANCE McCULLOUGH, San Francisco State College

GILBERT MOORE, Ferguson (Mo.) High School

TOM WETMORE, Ball State Teachers College

This slate will be presented for action at the meeting of the Board next November. Other nomination(s) may be made by petition(s) signed by twenty Directors of the Council and presented to the Secretary of the Council, with the written consent of the nominee(s), before August 16th. When Miss Strom moves the election to the committee's nominees, other nominations may be made by members of the Board.

Rebuttal

RANSOM, POPE, AND THE INTENTIONAL FALLACY

WALTER J. DE MORDAUNT
NEW MEXICO STATE UNIVERSITY

In John M. Aden's *Rebuttal* (*CE*, May 1958) to Robert H. Zoellner's "Poetic Cosmology in Pope's *An Essay on Man*" (*CE*, Jan. 1958), I find some symptoms of a critical misunderstanding which rather obscures the views opened up by Mr. Zoellner than sharpens them. Using John Crowe Ransom's terms, Mr. Zoellner has found four ideas which he thinks focus certain points at which "structure" is reinforced by "texture" in the poem. He uses the terms to mean, respectively, paraphrasable and nonparaphrasable content.

The procedure has worked well, says Mr. Aden, except that Mr. Zoellner has used some far-fetched illustrations of the way texture reinforces one of the ideas, that of the "Chain of Being." He objects that "desperate measures" are resorted to in calling these details "textural symbolism": the linking character of the heroic couplet, the chain-like word order in the line "Men would be Angels, Angels would be Gods," parallel structure in adjacent couplets, and the fact that language is itself connected and chain-like. "To argue design from accident is just the fallacy of which Mr. Zoellner is in these instances guilty," complains Mr. Aden in a thesis statement. Similarly, in the line about men, angels, and Gods: "Since there is no other way Pope could have expressed this idea (with sense), it is hardly permissible to assume the presence of symbolism in the word order."

Although it is quite arguable whether such a poet as Pope could have said this in another way, we may set this fact aside. If Mr. Aden were consistent, he would object not to "only one part of the article,"

that concerning the chain. He would see that Mr. Zoellner's choices of paradox, balance, and Newtonian philosophy to illustrate larger structure-texture nexuses are just as fortuitous as his choice of chain-like couplets, etc., to illustrate the chain idea. Arguing from Pope's intentions alone, as Mr. Aden attempts to do, one would have to admit that qualities so common as paradox (which, for example, Cleanth Brooks finds at the root of all poetry) are also elements which Pope could hardly help but embody in a poem about a subject so contradictory as Man. Hence, by his own standards, Mr. Aden could not allow them to be members of a structure-texture compound.

But "texture" as Ransom describes it need not be merely intentional, and it certainly is not simply "symbolic," notwithstanding Mr. Aden's restriction of its meaning to these concepts. In "Criticism as Pure Speculation," Ransom says of the "independent, local, and irrelevant" details which comprise a poem's texture: "They give, in spite of the argument, which would seem to be perfectly self-sufficient, a sense of the real density and contingency of the world in which arguments and plans are pursued." Instead of caviling as to whether or not Pope had the choice of including or omitting his textural effects, therefore, Mr. Aden might better have restricted himself to evaluating what sense of real density Mr. Zoellner's explication adds to our reading of the poem. Intentions, as Wimsatt and Beardsley have pointed out, are not always accessible in these matters.

A REPLY TO MORSE PECKHAM

WARREN U. OBER AND WILLIAM R. SEAT, JR.
NORTHERN ILLINOIS UNIVERSITY

We are shocked and astonished by Morse Peckham's tasteless diatribe (*CE*, Oct. 1958) against the editors of the most popular an-

thologies of Romanticism. Although the limited space available will not permit us to answer him adequately, we nonetheless

feel that something must be said. We are primarily concerned with the tone of his attack, but we should like also to question the validity of some of his conclusions.

First, Mr. Peckham states that the only introduction "not an agony to read" is that of Stephens. In our opinion, Stephens's diffuse and incoherent introduction is the worst of the lot. Further, Mr. Peckham criticizes the inclusion of Pre-Romantic works in anthologies of Romanticism. It seems obvious that the study of origins and influences which, at the very least, provided some foundations for the movement is entirely justified. Paradoxically, at the same time that the reviewer criticizes the inclusion of Pre-Romantic works, he laments the paucity of historical apparatus. Surely the study of literary sources and influences is at least as important to the student as an acquaintance with "the important events in music and art" and "significant inventions." In another objection, Mr. Peckham implies that he has the answer to a question which has baffled scholars, philosophers, and theologians for centuries. He says, "To Noyes's question, 'Could it be that the Romantics were right after all about the orderliness of the physical universe?' the answer is No." In addition to answering the restrained query with an unsubstantiated and dogmatic "No," he unfairly lifts the quotation out of context.

Despite his glib generalizations and his dogmatic assumption of infallibility, Mr. Peckham does raise justifiable objections to the anthologies which he reviews and

does suggest certain ideas which future anthologists will do well to consider. Unfortunately, however, these constructive suggestions go almost unnoticed among the scurrilous attacks on some of the great scholars and teachers of our day. According to Mr. Peckham, Woods's chronological table "is absurdly inadequate," Stephens's introductions are "all platitudinous, sentimental, and pompous—and frequently wrong," "Noyes's confidence is staggering, almost offensive to more modest scholars," and Bernbaum's *Guide* is characterized by "bland nonsense" and "sterling confusions." Indeed, the late Professor Bernbaum's chapter on "What Kinds of Modern Prose Fiction Would the Romantics Admire?" is labeled "nauseating, a first-class example of vulgar academic Philistinism." We should like to remind Mr. Peckham that criticism is valid only when it avoids *ad hominem* arguments, vague generalities, and dogmatic, unproved conclusions.

Final evidence of the fact that objectivity and decency have little meaning for the reviewer may be found in his last paragraph: "Alas, these seven volumes are a bitter demonstration that the degraded state of our academic world is a consequence of the fact that its miserable rewards do not summon men of genuinely superior intelligence, character, originality, and energy." The injustice and pettiness of these words provide far better evidence of the present lamentable state of the profession than do the anthologies which he attacks.

TEACHING DEGREES

FRANK H. THOMPSON, JR.

ILLINOIS WESLEYAN UNIVERSITY

In his article entitled "Whence the New Professors?" (*College English*, November, 1958), Professor Knoll makes some very outspoken and telling remarks about the necessity for good teaching in freshman and sophomore courses if capable students are to be attracted into the teaching profession. Certainly he is right to insist that students may be attracted to teaching early, although often the decision to teach depends on other, more personal and intimate factors. One must also agree that teaching in

such freshman and sophomore courses is sometimes poor and that often the "official" attitude of departments and graduate schools discourages a competent person from actively wanting to teach such courses.

However, Mr. Knoll's solution to the problem is a curious, and traditional, one: if good teachers are needed in freshman and sophomore courses, then persuade scholar-teachers that such courses are not second-class; meanwhile thousands more

Ph.D.'s must be coming from the graduate schools. Mr. Knoll seems to push the profession into an impossible dilemma: more students coming, more teachers needed, more prospective teachers in the Ph.D. "mill." But, the graduate schools continue to resist the idea that they are producing teachers; what they produce, they say, is scholars. There seems to be no happy medium.

Being himself a product of the typical American Ph.D. program, Mr. Knoll holds out for no less than this impossible situation. But he is not satisfied just to say this. The situation is so crucial now, says Mr. Knoll, because freshmen and sophomores are taught by "the least prepared, the least experienced, the least committed members of our departments," in part by "those poor souls who because of bad luck . . . or sheer laziness . . . find themselves stuck with the freshmen" (p. 78). Mr. Knoll continues: "(1) the freshmen and the sophomores are the great unwashed, and (2) they are taught by the unwashed" (p. 78). And again: "Devotees of the *Reader's Digest* have no more place with the freshmen than with the graduate students" (p. 80).

Why is Mr. Knoll so angry? And his anger carries over to his "own kind": not only are the present teachers of freshman and sophomore courses lazy; so also are those scholar-teachers who shun the introductory courses. One is made uncomfortable by Mr. Knoll's zeal and by his readiness to purge "the unwashed" as well as the initiated.

Has it ever occurred to Mr. Knoll or to other scholar-teachers or to the teaching profession at large that the solution to the problem of teachers for introductory courses and to the much heralded "challenge of numbers" may not lie in the graduate schools' turning out more thousands

of Ph.D.'s in the near future? It is possible to think that the teaching profession has more Ph.D.'s now than it can possibly absorb. Yes, the scholar-teacher is needed, but needed where he rightfully belongs: in the graduate seminar helping to perpetuate his own kind. The Ph.D. has been so devaluated that now it is universally a prerequisite for the "good" or "better" teaching positions. Certainly, to protect their vested interests, both the Ph.D.'s and the graduate schools should strongly resist making the Ph.D. a perfunctory exercise into which more and more aspiring teachers will be herded.

It seems reasonable to think that the M.A., long a second-class degree and now just a preliminary flourish before the big step, might be given back its significance as preparation for teaching. If such a change seems odd and somehow wrong, it is difficult to see that an enormously greater number of Ph.D.'s is any less odd and any less wrong.

Mr. Knoll, and the profession itself, has forgotten what certainly he knows, or once knew: a teacher is good or poor not because he has a Ph.D. or doesn't have a Ph.D. but because he is an intelligent, literate, sensible, interested, and interesting person. No Ph.D. or M.A. or B.A. can make a foolish, unthinking person a good teacher. For far too long the teaching profession has measured a teacher by the number of his degrees and the length of his bibliography, neither of which has any necessary relation to teaching.

Both the Ph.D. and the M.A., if good teachers, can live amicably together in the profession and in the same department. The time may now have come when this peaceful coexistence is not merely desirable, but essential.

HEMINGWAY'S WAITERS ONCE MORE

OTTO REINERT

UNIVERSITY OF WASHINGTON

In the February *College English* Mr. Kroeger and Professor Colburn find "confusion" and "inconsistency" in the distribution of speeches between the old and the young waiter in Hemingway's "A Clean, Well-Lighted Place." I don't presume to

know what "this generation of close readers has been doing" about the problem "all this time," but I suspect they have been assuming, as I have, that the difficulty arises from Hemingway's violation of one of the unwritten rules of the art of present-

ing dialogue visually. The rule is that a new, indented line implies a new speaker. It is a useful rule, but it is not sacrosanct. I believe Hemingway has broken it here, possibly from carelessness, possibly deliberately. It seems to me preferable to preserve the unity and plausibility of the two waiters' characters and the consistency of their function in the moral drama, than to find "an insoluble problem in the dialogue" (Kroeger) or an irreconcilable conflict between artistic intent and execution (Colburn). We can do so if we assume that Hemingway did not observe the typographical convention.

My premise (and, according to Professor Colburn, Warren's, Schorer's, Heilman's, and Oldsey's premise also) is that the speech "He has plenty of money" in the first dialogue is the young waiter's, and that this speech first establishes him in our mind as a callous materialist. To him, suicide when one has money would be suicide about "nothing"—an ironic anticipation of the *nada* motif later in the story. If we assume, as surely we must, that in a question and answer sequence the speaker *does* change with each new line, the young waiter is the one who knows all about the suicide and the old waiter the one who asks questions about it. This means that the questions in the second dialogue ("What did he want to kill himself for?" "How did he do it?" "Who cut him down?" "Why did they do it?" and "How much money has he got?") are the old waiter's. But if we assume that the speaker *always* changes when the line changes and take "He's drunk now" to be the old waiter's also (since only one line intervenes between it and "What did he want to kill himself for?"), then we run into difficulty with the pronoun reference, for the second "he" in "He's drunk now," he said" ought to refer to the young waiter and, I think, does. On this last point Mr. Kroeger, Professor Colburn and I are in agreement.

The inflexible use of the alternating line count fails again later in the second dialogue. "He's got plenty" is spoken by the young waiter. Its identity in content and attitude and near identity in wording with "He has plenty of money" in the first dialogue leaves the identification beyond any doubt, even without the assumption that

it is the old waiter who asks the question the speech answers. And "I wish he would go home. I never get to bed before three o'clock. What kind of hour is that to go to bed?" is certainly the young waiter's also. That leaves two speeches in between: "He must be eighty years old" and "Anyway I should say he was eighty." Whose are they?

I submit that it is the young waiter who speaks *both* "He's drunk now" (because the pronoun reference demands it) *and* the next speech, "He's drunk every night." And that it is the old waiter who speaks *both* "He must be eighty years old" *and* "Anyway I should say he was eighty." Except in question and answer sequences, there is no need to assume regular alternation of speakers with each new, indented line—if, as here, such assumption presents difficulties.

It is possible that Hemingway, "or some one," as Mr. Kroeger prudently adds, was careless in distributing speeches between the two waiters. But the difficulty need not be so explained. Hemingway may have violated the convention in order to suggest a reflective pause between two sentences in a single speaker's uninterrupted utterance. "He's drunk every night" *may* be the old waiter's speech, but it seems to me to have more meaning as the young waiter's afterthought to his "He's drunk now." Similarly, either "He must be eighty years old" or "Anyway I should say he was eighty" *may* be the young waiter's, but I much prefer to assign both to the old waiter. The second sentence strikes me as a difficult disclaimer, an admission of subjectivity, that qualifies, after a pause, the objective certainty of "He must be eighty years old." Such qualification is in character, I think, only if it is the old waiter's.

The above, obviously, does not amount to proof. But it is common sense, and it has the added advantage of assuming Hemingway's ability to develop a major theme in his story by means or consistent characterization and without slipshod craftsmanship. It does not bother me at all that Hemingway may have violated the convention that new line means new speaker, but it would bother me to think that he was confused as to the thematic function of his two waiters.

REVIEWS

DANA K. MERRILL

THE PENNSYLVANIA STATE UNIVERSITY (EMERITUS)

The review of my book, *American Biography: Its Theory and Practice*, by Harry R. Warfel, in the October 1958 issue of *College English* contains the statement that "truth, validity and style are called the cardinal virtues of a superior biography." As a matter of fact, the virtues which I named were truth, vitality, and style. The book at least is not tautological.

Mr. Warfel also says that the book is

"often not perceptive of the merits or defects" of the biographies. Here Mr. Warfel confuses selection with ignorance. If he has any magic formula by which all the qualities of the 500-page biography can be adequately set forth in the space of from two hundred to three hundred words, he should make the formula known. He could have used the process to advantage in reviewing my book.

LAURENCE PERRINE

SOUTHERN METHODIST UNIVERSITY

In his poetry-text "survey" (*College English*, March 1959), Mr. Walker Gibson says of my book *Sound and Sense* that "it has not so many poems scattered through the text." If Mr. Gibson had been in any mood to be objective, he might have said, "Though many of the poems are short, *Sound and Sense* has 203 poems in it, as

compared to 182 in *The Case for Poetry*, 162 in *Studies in Poetry*, and 50 in *Reading Poetry*, all of which are higher-priced." If Mr. Gibson will take responsibility for getting his facts straight, I will take responsibility for seeming "muddy-minded" by writing "perfectly true" statements about poetry.

RESEARCH

Alan Swallow, teacher, critic, poet, publisher, and editor, points out that David M. Rein's "Publishing Research" (*College English*, March 1959) might well have mentioned *Twentieth Century Literature: A Scholarly and Critical Journal* in his list of

"specialized journals." Scholars may find a complete summary of research periodicals in *Publication Guide for Literary and Linguistic Scholars*, ed. Byrd and Goldsmith (Wayne State, 1958, 146 pp., paper, \$1.95).

College English for Non-Major Students (Continued from page 410)

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News and Ideas

FURTHER THOUGHTS ON JUGGLING the composition teacher's load and breaking the 12-hour barrier typical of most colleges come from Professor John C. Sherwood of Oregon into the January 1959 *Journal of Higher Education*. Sherwood's note is followed by an account of how Minnesota continues to "experiment" with college-high school relationships.

ITEMS FOR USE IN LITERATURE courses in the March *Horizon* include Malcolm Cowley's survey of ten American first novels published in 1958 (Society hardly exists in them; their major subject is Sex), a fine poetic tribute to William Carlos Williams by Paul Engle (S.U. Iowa), a memoir of Coole Park, Hesketh Pearson on Sydney Smith, and Gilbert Highet on Thomas Wise.

A SPIRITED ATTACK ON THE "SECOND CURRICULUM" occurs in the lead article in the *Saturday Evening Post* for 7 March 1959—"Are We Making a Playground Out of College?" by Professor Jerome Ellison (Journalism, Indiana University). "The Second Curriculum is that odd mixture of status hunger, voodoo, tradition, lust, stereotyped dissipation, love, solid achievement, and plain good fun sometimes called 'college life'—documented by Ellison from the big state universities as built on cars, dates, athletics and other entertainments, and queen contests. His solution: prohibit automobiles (cf. Princeton), disband fraternities and sororities, and offer a two-year college with a re-entrance examination for the junior year.

TWO COLLEGE TEACHERS OF ENGLISH received National Book Awards in March: Theodore Roethke (U. Washington) and Bernard Malamud (Oregon State). Other teachers who yearn for such distinction might begin by submitting volumes of poetry to the American Academy

of American Poets (by June 15th) for the Lamont Selection.

THE NEA JOURNAL FOR FEBRUARY says that unless the federal government starts paying part of the school bill, we may expect increases in real estate, sales, cigarette, and income taxes, since states and communities cannot afford "to handle the 100 percent increase in the cost of education over the next decade."

A CONTEMPORARY LITERATURE Conference will be held at the Millersville (Pa.) STC the last two weeks in July, featuring John Ciardi, Malcolm Cowley, Cid Ricketts Sumner, and others. Write L. S. Lingenfelter for details—which include picnic hypnotism.

THE ENGLISH DEPARTMENT OF Seton Hall University is sponsoring a Francis Thompson Centenary celebration to be held on Saturday, October 31, 1959, on the campus in South Orange, N. J. Planned are an exhibition of Thompsoniana and two paper-reading sessions. Persons wishing to submit papers should send them to Professor Paul M. Ochojski, or Thompson Centenary Committee, Seton Hall University, South Orange, N. J., before September 15, 1959.

WHEN THE STUDENT-AMATEUR surpasses two professional teacher-writers, it's unusual but appropriate. Mrs. Elizabeth Barker, taking a writing course at Trinity College (Conn.) with Professor Samuel French Morse (now of Mount Holyoke), responded to his urging that she send some of her poems, the first she had written, to the Balch Prize Contest of the *Virginia Quarterly Review*. In the anonymous procedure of being judged, Mrs. Barker won first prize, while Mr. Morse won a second along with the poet, novelist, critic, and former teacher, Robert Penn Warren.

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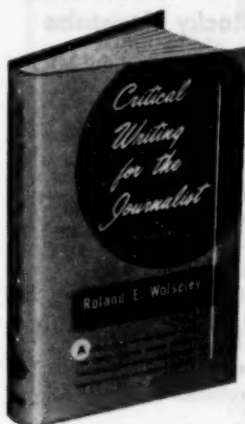
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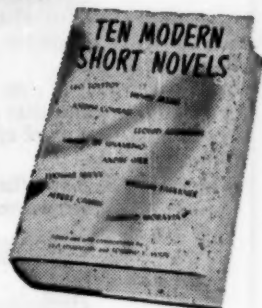
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